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the many  
sides of  
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meredith  
summer, 1977









the many  
sides of  
meredith

meredith

CATALOGUE ISSUE 1977-78

## NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The Vice President for Business and Finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.



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## CATALOGUE REQUESTS

Requests for catalogues should be sent to Office of Admissions, Meredith College, Raleigh, North Carolina 27611.

A correspondence list may be found on page 148.

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## PRESIDENT'S MESSAGE

In 1835, an anonymous member of the Baptist State Convention of North Carolina proposed that a committee "consider the establishment of a female seminary of high order." Arguing that the women of North Carolina deserved better fare than the needlepoint and embroidery curricula of the private academies, Thomas Meredith sparked the movement which gained momentum during the years immediately following. Discussion centering on the need to provide the educational opportunities that men enjoyed for women and on the feasibility of getting sufficient support for the venture was a part of the next fifty-six conventions. Out of these debates Meredith College was born.

Meredith is proud of her history as a church-related liberal arts college for women, especially in these days when traditional roles of women are changing. As it is proud of its history, so the College is proud that it is also responsive to needs for change. For instance, Meredith has implemented curricular changes in recent years which have made the academic program more flexible, more adaptable to students' individual interests. Meredith's heritage and responsiveness to students' needs have always worked to produce a program which is concerned with the development of the whole individual.

One way in which Meredith seeks to develop the whole individual is through a faculty devoted to teaching undergraduates. Such devotion provides students more individual attention than is available at





institutions less committed to the teaching of undergraduates. Another way Meredith works to develop the total student is suggested in the College's statement of purpose: " . . . to develop in its students the Christian attitude toward the whole of life . . . "

None of Meredith's features described in the preceding paragraphs adequately account for the College's success as a high quality liberal arts institution. Rather, it is the combination of many features that makes Meredith not only an excellent place to prepare women for leadership, but also a special place which has earned the deep loyalty of its graduates. The devotion of the approximately 8,000 alumnae who have profited from the Meredith experience is dramatic testimony to the foresight of Thomas Meredith and to the wisdom of the men and women following him who share his ideals.

*John Edgar Weems, President*









## Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.



## ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music and the Council on Social Work Education. The College is a member of the American Association of Colleges and the American and North Carolina Associations of Colleges for Teacher Education. Graduates of Meredith are eligible for membership in the American Association of University Women.

## PURPOSE

Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle of all that comprises the educational program. The purpose of Meredith College is to provide experiences through which her students will develop the Christian attitude toward the whole of life. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, humanities, and to develop skills in analytical thought and communication. Through the total educational experience available at Meredith, the College seeks to prepare her students for intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for leisure, and for homemaking.



## A WOMEN'S COLLEGE

Meredith College was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is uniquely suited for educating women to lead and function in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual being.

## STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith College seeks a diverse student body. The approximately 1,350 enrolled students come from North Carolina, numerous other states and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their educations help provide a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Each student is an individual with her own interests and most of them take seriously their studies and academic performance. They enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience for her students — one where creative, spiritual, leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith provides each student opportunities to participate in a variety of activities. Opportunities for leadership cut across the racial, ethnic, religious, social, cultural, and geographic backgrounds of her students. Whatever her special interests, the Meredith student finds an environment which affirms her individuality and helps fulfill her own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus

and the variety of experiences available on campus, they are also actively involved in the life of the city. Raleigh, a city of more than 100,000 and the capital of North Carolina, affords many enriching opportunities for students. Located in the Research Triangle area, Raleigh's proximity to other outstanding universities affords additional cultural and social advantages as well as academic opportunities for Meredith students to take classes at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate for credit or non-credit in internships with state government offices and business establishments, work in various churches and schools and with such agencies as Archives and History, Governor Morehead School, and Dorothea Dix Hospital, and teach in Wake County schools as student teachers. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

## CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human development as a lifelong process. Meredith therefore seeks to serve the woman, who, as her life unfolds, wishes to continue her education. This may be done by taking enrichment courses (see page 71), auditing courses (see page 78), or taking courses for credit. She may begin a degree, complete a degree, complete a second degree, meet teacher certification requirements or update an area of interest (see page 71). The Office of Continuing Education is concerned with meeting individual needs and interests of returning students. A major role of the office is to simplify and ease the returning student's passage into the academic community. The returning student is encouraged to become a part of the Meredith community, participating in all areas of campus life.







## THE FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study; they encourage learning; they advise students; they engage in research; they publish and exhibit their work; they perform; they work on committees and help establish the academic policies of the College; they work in the Raleigh community and in its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than fifty percent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately forty-five graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

## CURRICULUM

Meredith College offers a curriculum designed to assist the student, living and working as a free person within a community of learners, in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must also make a more concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of twenty-four majors. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.



## INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special Studies are available in all departments at the initiative of students or faculty and include individual studies, community internships and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education program, a student may alternate a semester of full-time work in a business with campus study. Under the auspices of the Cooperating Raleigh Colleges a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith has programs in cooperation with Drew University, American University, and the University of North Carolina whereby a student may spend a semester in Washington, New York, London, or Oxford.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad program provides for summer study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may also arrange through Special Studies an individualized program of study, or she might participate in programs sponsored by other institutions.

## CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including the top administrative and managerial positions. For both men and women, there will constantly be new jobs for which no descriptions now exist — the result

of our developing technology. With a liberal arts education, a student will have many of the assets and qualities sought by employers. As a thinking individual with skills in analysis and communication, she will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering twenty-four majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interest in graduate or professional study. Or, using her electives, a student may, with advice from her major department, custom design a cluster of courses which gives specific career direction to her required study in arts, sciences, and humanities.

### *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

### *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and along with the Department of Education accept responsibility for supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the college requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs and abilities continue to be developed and met both inside and outside the classroom. With the aim of insuring that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multi-racial classroom, including ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

### *Social Work*

The program in Social Work offers a sequence of courses leading to beginning competency in social work practice. For details interested students should consult the Department of Sociology and Social Work. See pages 65 and 121.





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# Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, health, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, or national and ethnic origin.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

## FRESHMAN ADMISSION

### *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the fifteen-dollar non-refundable application fee. She must also submit the required secondary-school records, test scores, recommendations, and health reports. Any student for whom the fifteen-dollar processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

### **Secondary-School Record**

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least sixteen units of secondary-school credit earned in grades nine through twelve. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class at least seventy-five per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

### **Scholastic Aptitude Test**

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.



Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should be taken no earlier than January of the junior year and no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701.

### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. The Office of Admissions writes directly to the references for recommendations to support the application.

### Health Record

For the benefit of the individual and the total college community, a health report approved by the college physician is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt and approval of the health report.

An applicant who has had an unusual or severe health problem or who has found it necessary to discontinue her study or work for a period of time may be required to have her physician file a statement concerning the status of her health prior to the rendering of an admissions decision.



### **Interview**

Although an admissions conference is not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions.

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 40)

### **Credentials for Adult Students**

An adult woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as a special student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the Scholastic Aptitude Test. The woman who is twenty-three years of age or older may wish to take advantage of the opportunity to enter initially as a special student before applying for admission. Under this option, her academic performance at Meredith while a special student becomes the primary criterion for gaining admission to the degree program. (See pages 27 and 70.)

### ***Early Decision Plan***

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the Scholastic Aptitude Test prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Ac-

cepted resident students are required to make by December 15 a \$100 advance room deposit, a non-refundable payment that applies towards freshman year expenses. For information about applying for an early decision on financial aid, see page 36.

Exceptional credentials are not essential for early decision admission, but early acceptance is not realistic for every student. In such a case the student receives notification that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. She is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College.

### *Regular Admission Plan*

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. A student planning to reside on campus is expected to make a \$100 advance room deposit by May 1. This non-refundable deposit will ap-







ply towards her expenses in the freshman year. A commuting student is asked to provide a statement of intention to enroll.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term as a resident student is expected to make a \$100 advance room deposit by December 1 or ten days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester. A commuting student is asked to provide a statement of intention to enroll.

### *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement (AP) Examination of the College Entrance Examination Board; a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program (CLEP). Further information about these opportunities may be obtained by writing the Office of Admissions.

## TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. The College especially welcomes and actively seeks students entering with advanced standing from two-year colleges. Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. See page 78, Residence Credit Requirements.

Students who wish to seek a second baccalaureate degree follow the admissions procedure for transfer students. See page 62 for information regarding credit requirements for a second degree program.

### *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. An applicant having less than thirty semester hours of college credit at the time of application must meet freshman admissions require-

ments, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having thirty or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

A student having less than a C average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a satisfactory medical report. Information about the health record is found on pages 19.

### *Credentials for Adult Students*

An adult woman who wishes to resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as a special student. The woman who is twenty-three years of age or older may wish to enroll as a special student before applying for admission. Under this option, her academic performance at Meredith while a special student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 27.)

### *Procedure*

To be considered for admission, a student should file a transfer student application, obtainable from the Office of Admissions, and the non-refundable fifteen-dollar processing fee, preferably by February 15. She is responsible for having an official transcript sent to Meredith College from each college or university attended and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous Dean of Students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the Dean of Students, and it writes directly to the other references for supporting recommendations.

When all required information is received, the College evaluates the application of a transfer applicant and notifies her as quickly as possible of its decision. An applicant accepted as a resident student must pay a \$100 non-refundable advance room deposit by May 1. A commuting student is asked to provide a statement of intention to enroll.



The College will consider students who apply as on-campus residents after the recommended deadline of February 15 if residence space is available. Applications from commuting students can usually be evaluated into the summer months. A student seeking entrance to the spring semester should file her application by December 1. If accepted for the spring term as a resident student, she must pay a \$100 advance deposit by December 1 or ten days after the date of acceptance, whichever date is later. A commuting student is asked to provide a statement of intention to enroll.

### *Evaluation of Credits*

After a student is approved for admission with advanced standing, the Registrar will prepare for her a credit evaluation. The candidate who comes from a regionally-accredited college or university will receive credit for the courses acceptable toward a degree at Meredith. The student who transfers from an unaccredited college or university should consult pages 78 and 79 for information about provisional credit. In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairman.

The maximum credit accepted from a two-year college is sixty-six hours. An enrolling transfer student should consult page 78 for information about the minimum number of semester hours, including courses in her major field, that must be taken at Meredith College.

## INTERNATIONAL STUDENTS

Meredith College welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English as a Foreign Language (TOEFL), which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test (SAT).

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to meet health requirements, which include submitting a satisfactory health form and obtaining a health and accident insurance policy. These conditions of admission must be met before her admission



will be confirmed and before an I-20 form for obtaining a student visa will be issued.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,000, depending upon need; and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses. Further information and application materials are available from the Office of Admissions.

## RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to return must apply for re-admission. A special application, obtainable from the Office of Admissions, and a five-dollar non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student will be required to submit the necessary medical records.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than ten years prior to re-enrolling at Meredith, the Registrar will consult with the appropriate departmental chairman.

## PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than eleven credit hours a semester. Such a student must meet the entrance requirements outlined above.

## SPECIAL ADMISSION PROGRAMS

### *Special Students*

Special Students in the following categories may enroll at Meredith without conforming to the usual admissions process:





1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied towards the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the Registrar. The student registers in the Office of the Registrar on the opening day of the term.
3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least thirty semester hours at Meredith College in order to complete the certification program.
4. A student who is twenty-three years of age or older may enroll as a special student without fulfilling the admissions requirements for degree candidates and may receive a maximum of fifteen semester hours credit. Such a student will be permitted to apply the credit towards a degree if admitted as a degree candidate. After fifteen semester hours of credit are earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admissions policies and procedures.

The prospective student in this category should confer with the Office of Continuing Education for advice about entering the program, course selection, and registration procedures.

### *Summer Scholars Program*

A high school student having an above-average academic record may earn college credit or study simply for enrichment by enrolling as a special student in approved courses in the Meredith College summer school. The Summer Scholars Program is open only to rising senior girls. Information about admissions requirements and other details of the program and Summer Scholar application forms are available from the Office of Admissions.

### *Senior Scholars Program*

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at

Meredith College. A student approved for participation in the Senior Scholars Program may attend classes for college credit in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

## CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

## ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 48.) All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open and the orientation program will begin on Thursday, August 18. Registration is scheduled for Tuesday, August 23.

For students entering in January, the Dean of Students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

## SUMMER SESSION

During the summer of 1978, the College will operate three three-week terms, May 22-June 9, June 12-30, and July 3-21. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the Registrar. See page 26 for information about the Summer Scholars Program for rising high school senior women.







# Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the college's programs, services, and mission objectives. A tri-focus fund raising program is designed to secure funds for current operations, endowment and capital improvements including renovations and construction of new facilities.

Since the cost of labor, materials, and food is uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

## TUITION AND FEES

Full-time students include all resident students and others taking twelve or more credit hours. Part-time students are non-resident students taking fewer than twelve hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined according to whether they are taking a full-time or part-time load.

## Full-Time Students

(12-18 credit hours and all resident students)

	Semester	Year
Resident Students		
Tuition .....	\$ 1,050	\$ 2,100
Room, board, laundry, and infirmary .....	550	1,100
	<hr/>	<hr/>
	\$ 1,600	\$ 3,200
Commuting Students		
Tuition .....	\$ 1,050	\$ 2,100

## Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit) ..... \$75 per credit hour

## Additional Course Fees

Credit in excess of 18 hours ..... \$75 per credit hour

### Applied Music

#### Full-time students

1 half-hour lesson weekly .....	\$ 50
2 half-hour lessons weekly .....	\$ 85
Class lessons in piano .....	\$ 45
Class lessons in guitar .....	\$ 45

#### Part-time students (for credit)

Tuition of \$75 per credit hour plus the following fees:

1 half-hour lesson weekly .....	\$ 50
2 half-hour lessons weekly .....	\$ 85
Class lessons in piano .....	\$ 45
Class lessons in guitar .....	\$ 45

#### Part-time students (no credit)

1 half-hour lesson weekly .....	\$100
2 half-hour lessons weekly .....	\$200

#### Theory-musicianship classes

No charge for students taking private applied  
lessons at Meredith

Students not taking private applied lessons

at Meredith .....	\$ 45
Class lessons in piano 1 hour per week .....	\$ 75
Class lessons in guitar 1 hour per week .....	\$ 75
Suzuki violin classes	
2 half-hours weekly .....	\$ 85
Pace piano classes — two 45 minute classes per week .....	\$160





**Education 439 — Student Teaching** ..... \$ 50

**Home Economics**

Home Ec. 455 — Home Management Residence ..... \$ 45

**Physical Education**

Golf, Bowling, and Snow Skiing fees are set at the  
beginning of each semester

**Equitation**

**Full-time students**

2 lessons weekly ..... \$ 90

**Part-time students**

1 lesson weekly ..... \$ 90

2 lessons weekly ..... \$135

**Auditing Courses**

Full-time students ..... no charge

Part-time students ..... \$75 per credit hour

*Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.*

*Books, art supplies, gym clothes and other instructional expenses are not included in the above charges.*

**Special Fees**

Application fee for new students ..... \$ 15

Application fee for students seeking re-admission ..... \$ 5

Graduation fee ..... \$ 20

(partially covers direct cost of graduation)

Transcripts ..... \$1.00 each

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students.

Boarding a horse ..... \$75 per month

## TERMS OF PAYMENT

### *Payment Schedule*

Application fee accompanies application ..... \$ 15

Advance payment for all entering resident students ..... \$100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within ten days after acceptance. This payment is not refundable and does not include the non-refundable fifteen dollar fee which must accompany the application of each new student.

*New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within ten days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.*

Room reservation for returning students ..... \$100

This advance payment of \$100 must be paid before February 15. The fee will be credited to the returning student's account. For students who withdraw after the payment of the deposit, eighty-five dollars will be refunded if the request is received by May 1.

	<i>Resident</i>	<i>Commuting</i>
Advance Payment	\$ 100	—
At the beginning of the first semester	800	550
In the middle of the first semester*	700	500
At the beginning of the second semester	900	550
In the middle of the second semester*	700	500
	<hr/> \$3,200	<hr/> \$2,100

*\*Charges for additional fees are added to the mid-semester payments.*

### *Tuition Remission for North Carolina Residents*

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at in-state private colleges and universities. The exact amount of the annual grant can be determined only after the State General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grants in 1975-76 and 1976-77 were \$200 per year. In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be so certified by the Registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

### *Deferred Payment Plan*

For the student and her parents desiring to pay educational expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.







### *Refund Policy*

If a student withdraws or is dismissed from the institution before the end of a semester, no refund for tuition, fees, or room is made for the half of the semester in which she leaves. A proportionate refund is allowed on board charges, based on the number of weeks attended out of the total number of weeks in the semester.

Financial aid which is subject to being credited to student accounts will be reduced by this same formula before refunds are made to students receiving such aid. For the student whose financial aid award for the academic year or single semester included expected savings from a summer PACE job, the full amount of the expected savings would be required to be used towards educational expenses, as defined on page 37, before other types of aid in any proportion would be available for crediting to the student's account. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

### *Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the President nor the Vice President for Business and Finance modifies these regulations without specific authorization from the Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

## FINANCIAL AID

Meredith College offers a student aid program which seeks to meet the financial need of each student. All degree candidates — including freshman and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The aid program is administered on a need basis without regard to race, creed, or national and ethnic origin. A foreign applicant should consult pages 24 and 25 for assistance available to students from other countries.

### *Principles and Procedures*

#### **The Need Concept**

While acknowledging that students should be recognized for outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this College. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith College financial aid application and have the person financially responsible for her education submit a Financial Aid Form (FAF) to the College Scholarship Service.



For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$600 for books and supplies and miscellaneous personal expenses, including transportation. The total educational cost used by the financial aid office in its calculation of need for an on-campus student for 1977-78 is \$3,800. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$1,200 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid office in its calculation of need for a full-time commuting student for 1977-78 is \$3,300. The total educational costs for part-time students and independent students are determined on an individual basis; the approach to determining their need for assistance is as described in the paragraph above.

### Application Procedures

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the financial aid office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Financial Aid Form to the College Scholarship Service, designating Meredith College (Code Number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial aid office.

The student who is applying for admission under the Early Decision Plan and who wishes an early decision on financial aid should proceed as above *before October 15* of her senior year. If all required forms are received by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15*:

1. Obtain from the financial aid office a Meredith College financial aid application and a Financial Aid Form. Have her parents (or guardian) complete the FAF and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.



Entering and returning students should note the above deadlines. Applications filed after those dates will be considered as funds allow.

### **The Award**

The financial aid office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help the deserving student meet the cost of attending Meredith.

### **Notification of Awards**

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by early April.

### **Payment of Award**

Scholarships awarded by the College are credited automatically to the student's college account. For federal grants, State incentive grants, and loans, checks are issued to the student and held in the College accounting office for the student's endorsement and crediting toward her account.

Checks for wages earned in a summer PACE job are mailed to the student periodically by the Meredith accounting office. That office also issues monthly checks during the school year to students having campus jobs. The student is responsible for applying earnings from PACE and/or campus jobs directly to her account and/or toward other educational expenses.



### Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College continues to help her if her need persists and she is making satisfactory progress toward graduation as defined on page 83. The award may vary from year to year in both type and amount, depending upon funds available at the College and the applicant's need.

### Students' Rights and Responsibilities

A student receiving financial aid has certain rights and responsibilities. For any necessary revision in her current aid award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year. (Historically, a change in family circumstances has been the sole reason for any modification in aid awards.)

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the aid office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her aid application. Other responsibilities of an aid recipient include completing all forms and special applications requested by the financial aid office; reporting to the accounting office on request to endorse checks for various awards and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her aid award.



Another area of student responsibility relates to previous enrollment at either Meredith College or any other post-secondary educational institution. In order to be eligible for most federal aid programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. (Repayment status is reached nine months after graduation or withdrawal from college.)

## *Types of Aid*

### **Competitive Scholarships**

#### *Meredith College Merit Scholarships*

Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients are selected from finalists who have specified Meredith as their college choice. The stipend will equal at least one-half of the student's financial need for each year, but not more than \$1,500 nor less than \$250. If the analyzed need of a recipient is greater than the scholarship stipend, the College provides additional forms of aid to meet her need.

#### *The Julia Hamlet Harris Scholarship*

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year twelve scholarships are awarded to outstanding freshman applicants, and two scholarships are available for junior college graduates having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$100 to \$1,200 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris Scholarship should file a financial aid application by February 15. If she is applying for more than the minimum stipend of \$100, her parents must also submit a Financial Aid Form to the College Scholarship Service by February 15. An applicant applying for just the minimum award needs to complete only the first page of the Meredith application.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

In order to retain a Harris Scholarship for subsequent years, a recipient must be a full-time student and maintain a minimum quality point ratio of 3.0 (B average) on work taken at Meredith and



must remain in good standing. The award to the student who meets these qualifications will automatically be renewed for the following year. The continuing Harris Scholar with financial need must file the required student aid forms in the financial aid office. The amount of the scholarship will be the same each year unless there is a change in the scholar's degree of financial need.

### *Music Talent Scholarship*

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Talent Scholarship varies from \$100 to \$1,000 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file a financial aid application by February 15. If applying for more than the minimum award of \$100, the applicant's parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. If applying for just the minimum award, the applicant needs to complete only the first page of the Meredith aid application.





Though financial need determines the amount of the scholarship stipend the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of previous auditions in the fall or winter, finalists are chosen in late February by the Department of Music; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The amount of the scholarship will be the same annually unless there is a change in the recipient's financial need. Financial aid forms must be filed each year by the recipient with financial need.

## **General Scholarships and Grants**

### *Scholarships*

In addition to the competitive scholarships, Meredith has available numerous general scholarships for both entering and continuing students who need financial assistance. Scholarship awards vary in amounts according to the individual needs of the applicants.

### *Grants-In-Aid*

A few grants-in-aid with amounts varying according to financial need are awarded by Meredith College to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients.

### *Missionary Allowance*

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.



### **Endowed Scholarships and Loans**

Friends of the College have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of aid. The loan funds are used as needed for meeting financial need.

### **Campus Employment**

Many students needing financial assistance help meet their expenses by part-time employment in a variety of jobs on campus. Compensation varies with the amount of service rendered but is approximately \$400 for the year. Available appointments are made on the basis of apparent ability and need.

Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

### **Federal Assistance Programs**

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below.



### *Basic Educational Opportunity Grants*

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. Meredith College expects any aid applicant from a family with an annual income of less than \$16,000 to file application for a Basic Educational Opportunity Grant.

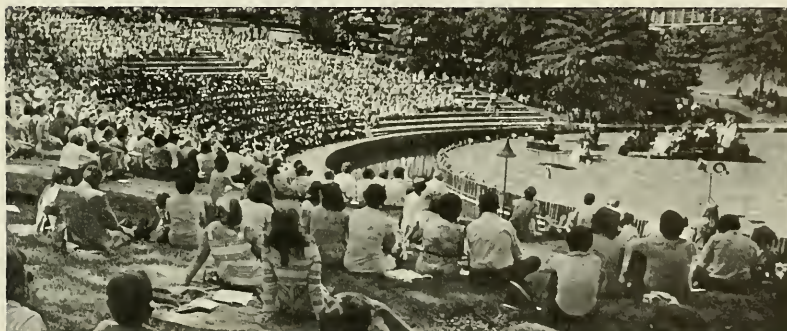
To apply for one of these awards, a student must complete a Basic Grant application and mail it in the envelope attached to the application. After receiving the Student Eligibility Report (SER) based on the application, the student should send the complete SER to the Meredith financial aid office. Applications for Basic Grants may be obtained from high school guidance counselors, college financial aid offices, and a number of federal agencies.

### *Supplemental Educational Opportunity Grants*

These grants have been established by the federal government to assist students with exceptional financial need. They are direct grants which the student is not required to repay. Supplemental Educational Opportunity Grants are available up to \$4,000 over a four-year period; an SEOG award will be matched with other student aid funds approved under this program.

### *National Direct Student Loans*

Through this loan program, an undergraduate may borrow up to \$5,000 over a four-year period if financial need is demonstrated and if funds allotted the College permit. The student has an obligation to repay her loan with three per cent interest within a ten-year period after graduation or termination of study. The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA.



### *College Work-Study Program*

Many of the students assigned to campus employment described on page 42, are participating in the federal on-campus College Work-Study Program. Meredith College also participates in the off-campus summer job phase, called PACE in North Carolina. Through this program students who qualify on the basis of financial need can earn money for college by working in their home communities during the summer. To be considered for the program, a Meredith student must file a full financial aid application with the College. If she is found eligible to participate, when her aid award is made she will be sent a special application to complete.

### **Other Sources of Aid**

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow.

### *Insured (Guaranteed) Loan Program*

This federal program is a plan of borrowing designed to help students from middle-income families. For students from families with adjusted incomes of less than \$25,000 per year, the federal government pays the seven per cent interest during in-school and grace periods. Students from families with adjusted incomes of \$25,000 or more may be eligible for federal interest benefits through a standardized needs analysis.

In North Carolina, the Insured Loan Program is administered by College Foundation, Inc. For undergraduate study, legal residents of the State may borrow up to \$2,500 per year or one-half the cost of education, whichever is less. The loan may not exceed educational cost less other financial aid. Application forms may be obtained by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.



Guaranteed Loans are available through various agencies to residents in other states. Information may be obtained from high school counselors or college financial aid officers.

#### *North Carolina Legislative Tuition Grants*

See page 33 for information about these grants to North Carolina residents who are full-time students at in-state private colleges and universities. For the North Carolina student receiving a financial aid award from the College, this grant is treated as an aid resource.

#### *North Carolina Student Incentive Grants*

These grants are funded by federal and state appropriations to assist students with substantial financial need. They are administered through the College Foundation, Inc. Information and application forms may be obtained from high schools, college financial aid offices, or College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. A student applying for a North Carolina Student Incentive Grant must first apply for a federal Basic Educational Opportunity Grant (see page 43) and also must submit a Financial Aid Form (FAF) to the Foundation.

#### *North Carolina Prospective Teachers Scholarship Loan Fund*

In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$900 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from one's guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

#### *Vocational Rehabilitation*

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

#### *Veterans Administration and Social Security Benefits*

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.





# Student Life

Student life is an important concept at Meredith College. There is a strong commitment to a total education, which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total campus learning, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence advisers, campus ministry, developmental counseling, student activities and special programs, guidance-counseling, career planning services, health services, and community resources.



## ORIENTATION

An in-depth and diversified program of orientation for new students takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook*, which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small group process throughout the new student's adjustment to the college experience and the community.

## CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Cultural Affairs Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program.



Meredith students have heard Dr. Lisa Sergio, author, international news analyst, humanist, and international development specialist of Washington, D. C.; Saul Medlovitz, President, Institute for World Order, New York City; Mrs. Barbara Hubbard, Founder, Committee for the Future, Washington, D. C.; Ms. Betty Friedan, author and spokeswoman for the National Organization for Women and the National Women's Political Caucus; Ms. Shana Alexander, newspaper woman and television commentator; and Dr. Alvin Poussaint, Associate Professor of Psychiatry, Harvard University. During the Staley Christian Lecture Series, Dr. Samuel D. Proctor spoke on "The Recovery of Moral Perspective." Touring companies have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, the city of Raleigh, through a variety of cultural societies, brings talent to the area.

Meredith students themselves also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse stages several dramas such as *The Prime of Miss Jean Brodie* and Neil Simon's *Come Blow Your Horn*. An annual fall musical encourages the students to combine their musical and dramatic abilities. Recent productions include *The Sound of Music* by Rodgers and Hammerstein, *No, No, Nanette*, *Applause*, and *Cabaret*.

Several on-campus social activities of the students are coordinated through the efforts of the College Center Association, which works to see that the newly-constructed Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of "Cornhuskin' " and through the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

## CONVOCATION

A period is reserved for convocation, worship, and assemblies each Monday, Wednesday, and Friday. Convocations for the entire Meredith Community are held once each month. As an integral part of community life, convocation seeks to offer a forum of ideas, presented in and through lectures, concerts, addresses, films, and

dramatic productions, to stimulate and add to the community's spiritual, intellectual, cultural, and social dialogue. Convocation is then a part of the academic program. Consequently, all students are expected to attend.

## STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members, their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's list and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 82 and 83.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, and Sigma Alpha Iota for music students.



Awards that recognize academic excellence include the Agnes Cooper Memorial Award of \$50 to a junior or senior music major chosen by the Department of Music; two Ida Poteat Alumnae Scholarships of \$200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarships of between \$100 and \$150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic averages in their classes.

## STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

### *Honor System*

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

## STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of



Meredith under the Honor System. Therefore, all students are members of the Student Government Association, which meets bimonthly on Fridays. The ultimate purpose of the association being to promote individual responsibility to the Honor System, the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups — the Elections, Interdormitory, Legislative, and Judicial Boards. An executive committee is composed of the student government president and representatives from each board.

### *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

### *Student Life Committee*

The Student Life Committee is responsible for the quality of the total student life at Meredith College. The function of the committee is to direct attention and study to the concerns and the welfare of the students; to give consideration to the spiritual, recreational, and health needs of the students; to study and review student organizations and their budgets; to devise plans for working with students and student organizations; and to review periodically all student regulations.

## STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, the three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published two times during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various in-

terests. The clubs include the following: Barber Science Club, Black Voices in Unity, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, International Relations Club, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Student N.E.A., Young Democrats Club, and Young Republicans Club.

## *Societies*

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekon and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.



## RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Because Meredith is small enough for its constituency to gather at one time, these worship services contribute to the spirit of community. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association. The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services as well as its annual coordination of Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.







## RECREATION

Meredith College sees that a variety of recreational activities is available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extracurricular sports activities. With plenty of court space for games such as basketball, volleyball, and badminton, the Weatherspoon gymnasium also has an indoor swimming pool. There are six tennis courts in excellent condition, and the College also has areas designated for archery and softball. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginners to advanced. Students who wish to board horses may inquire through the business office. Intramural activities provide a variety of sports events for students who wish to participate. The Meredith Recreation Association and other organizations coordinate these events.

Intercollegiate sports are also available for Meredith students. Competing primarily with colleges and universities in North Carolina, students have organized teams in tennis, basketball, gymnastics, and volleyball.

## RESIDENCE

Meredith students may choose to live on campus or to reside with their parents, spouse, or other close relatives. Residence halls are available for on-campus housing. Attractive and comfortable, the rooms are arranged in suites of two with adjoining baths. All of the newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Stringfield, and Vann residence halls; transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the Dean of Students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclassmen also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; two other resident advisers are available to the upperclassmen.

### *Non-Resident Student Life*

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The lounge adjacent to the fireside room in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes and a bulletin



board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

## HEALTH CARE

Health care is under the general direction of the Director of Health Services. The infirmary is served on a regular basis by a local physician and is staffed twenty-four hours a day by graduate nurses. It is maintained not only for care of the sick but also for teaching good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of informing the students about good health practices.

## COUNSELING

### *Career Planning*

The Office of Career Planning Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters.

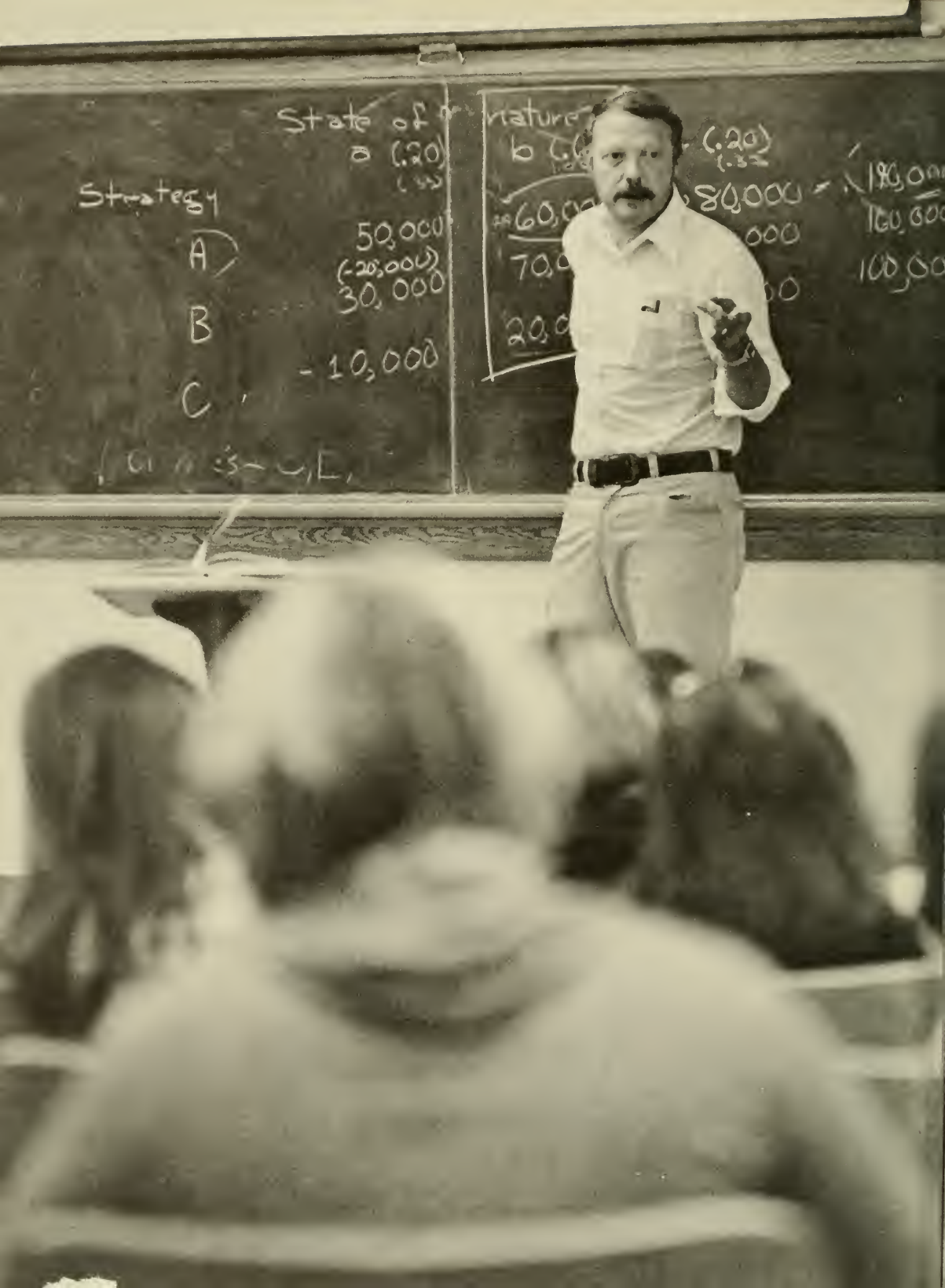
### *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See pages 14 and 86 for further details.

### *Personal Counseling*

Professional counselors are available on campus to work with students who desire personal counseling. Often on-campus counseling will originate with talks between a student and a favorite professor. When the professor feels that the problem needs professional attention, the instructor will suggest that the student see a counselor. The Office of the Dean of Students, working with the counselor, refers a student to off-campus counseling personnel when the situation so warrants.





Strategy

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C

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State of nature

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(.20)

(.80)

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120,000

a = 3 - 0.5

## Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in fifteen departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students who major in the Department of Biology, Business and Economics, Chemistry, Mathematics, or Home Economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

### CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue to implement change in the academic program, student personnel services, and other areas of campus life.

## DEGREE PROGRAMS

### *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted, all courses attempted at Meredith, all courses attempted at Meredith in her major subject(s), and all courses attempted during her senior year.

### *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge — sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights and to the demands of a changing age. These courses are divided into four categories which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world.

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should en-





counter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop skills in the processes of scientific reasoning and mathematics. She should know her own body and should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following categories: Humanities and Fine Arts, Social and Behavioral Sciences, Mathematics and the Natural Sciences, and Health and Physical Education.

- I. Humanities and Fine Arts ..... 24 credit hours
  - A. English Composition ..... 3 credit hours
  - B. Foreign Language ..... 6 credit hours  
(Students will be placed at appropriate levels by the department.)
  - C. Literature ..... 6 credit hours
    - 1. A 3-hour course in major British authors and
    - 2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  - D. Religion ..... 6 credit hours
    - 1. A 6-hour introduction to the Old and New Testaments or
    - 2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
  - E. Elective ..... 3 credit hours  
Choose from the following categories:  
Art, Music, Philosophy, Speech and Theatre
- II. Social and Behavioral Sciences ..... 12 credit hours  
Select from at least three of the following categories: Economics; History; Human Geography; Political Science; Psychology; Sociology and Anthropology.
- III. Mathematics and Natural Sciences ..... 13-15 credit hours  
Choose from at least three of the following categories: Biology; Chemistry; Mathematics; Physical Geography; Physics.
- IV. Health and Physical Education ..... 4-5 credit hours  
Choose four activity courses, or three activity courses and a 2-hour course in health or first aid.



### *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in applied music or music education are given on page 111.

### *Requirements for a Second Baccalaureate Degree*

A second and different baccalaureate degree may be sought by a person who holds a Bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. Meet all the requirements for the second degree.
2. Complete a minimum of thirty hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

### *Majors*

As soon as is feasible, but no later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare her major to the department on a form provided there and then register her declaration on the form in the office of the Dean. When the selection has been approved by the department concerned and by the Dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 85-123.

### **Bachelor of Arts**

American civilization  
art  
biology  
chemistry  
economics  
English  
French  
history  
home economics

mathematics  
music  
non-western civilizations  
political studies  
psychology  
religion  
sociology  
Spanish

### **Bachelor of Science**

biology  
business administration  
chemistry  
home economics  
mathematics

### **Bachelor of Music**

applied music  
music education

*Teacher Education and Social Work are described in the following section.*

## **Minors**

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of eighteen semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.





## CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities including a major in one of the academic disciplines listed above is considered essential to the life direction and career of every student. Meredith has approved programs in Teacher Education and Social Work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Planning also provides information and advice (see page 57).

### *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Assistance is available from faculty advisers in medicine and law, and from the Academic Dean.



## *Social Work Program*

Meredith's program on Social Work is fully accredited by the Council on Social Work Education. The primary objective of the social work program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the social work program builds upon the general requirements for graduation at Meredith as well as the requirements of a major in the academic discipline of the student's choice.

A student who wishes to complete the program should file a declaration of intent with the Department of Sociology and Social Work no later than the second semester of her sophomore year. She will be assigned a faculty adviser who will work with her around the planning of a course of study which will be consonant with the program requirements and her own career goals. Upon graduation she will be awarded a certificate and the fact will be noted on her official transcript.

Course requirements in the program, in addition to all general requirements for graduation at Meredith and all requirements in the student's major, are:

**A. Basic courses** (a total of 15 hours)

Principles of Sociology  
Social Problems  
Principles of Research  
General Psychology  
Developmental Psychology

**B. Professional courses** (a total of 21 hours)

Social Work as a Profession  
American Social Welfare Institutions  
Social Work Process I  
Social Work Process II  
Field Experience and Seminar

**C. Electives** chosen from selected courses in the areas of Sociology, Psychology, Economics and the American Political System, a minimum of three hours in each area.

## *Teacher Education*

All the programs listed herein are designed primarily to prepare students who plan to teach in the public schools of North Carolina. In keeping with the state approved competency-based programs of Meredith College, all students who expect to qualify for a Class A teaching certificate should indicate this to their faculty advisers and

the Department of Education by the end of the sophomore year. Application forms to the Teacher Education Program are available in all departments.

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved.

- A. A student who plans to enter the program indicates the same to her faculty adviser normally by the end of her sophomore year and no later than one full semester prior to the semester in which she does student teaching.
- B. Students who plan to teach on the secondary level should select majors in the academic fields which are taught in the junior and senior high schools.
- C. After declaring her major in the Office of the Dean of the College, the student and her adviser prepare a program leading to graduation and certification.
- D. The student next files with the Department of Education an "Application for Admission to Teacher Education." This application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.
- E. All applications are reviewed by the education department, which makes the decision concerning admission to Teacher Education. Appeals pertaining to this decision are to be made in writing to the Teacher Education Committee.
- F. Admission to Teacher Education takes into account
  1. Meredith College work completed;
  2. An overall grade point average of 2.00 (C) or above;
  3. The planned program leading to certification;
  4. Recommendations from the student's adviser, a faculty member of the student's choice, and the Dean of Students.
- G. Students with a baccalaureate degree from another institution seeking certification from Meredith must meet teacher competencies through a program approved by the Department of Education. They must take a minimum of thirty hours of course work at Meredith which may include additional courses in general education and will include specific teaching areas and professional education.

The College offers state-approved teacher education programs leading to the following certificates: Early Childhood Elementary Education (K-3), Intermediate Elementary Education (4-9) (see pages 67-69 for concentrations), Secondary Subjects (junior and senior high), and Music and Art (K-12 grades — see page 70).

The following structured program is planned to ensure competence in teaching. Most students will satisfy the competencies which are defined by the State Department of Public Instruction by following





the prescribed program. Individual needs may be accommodated by special arrangements with the Department of Education and the major adviser.

### Requirements for all Certificates

All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.

Students completing a teacher education program must also complete a major in another discipline (See page 15)

### Elementary Teacher Education Programs

(Early Childhood and Intermediate Education)

Students who expect to secure North Carolina Class A certificates to teach at the elementary level (Early Childhood and Intermediate) must meet the requirements for minimum semester hours listed below:

#### Early Childhood

Language Arts .....	9
English Composition and Grammar	
American Literature,	
English Literature	
Social Studies .....	12
History (100, 200, 214, or 224)	
Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)	
Two fields selected from the following:	
Anthropology, Economics, History, Human Geography,	
Political Science, Sociology	
Natural Science .....	6
Mathematics .....	3
Mathematics 100	
Cultural Arts .....	8
Art In The Elementary School .....	4
Music in the Elementary School .....	4
Health and Physical Education .....	4
Health Education In The Elementary School .....	2
Physical Education In The Elementary School .....	2
Education .....	30
Educational Psychology, Edu. 234 .....	3
Child Growth and Development, Edu. 347 or	
Developmental Psychology, Psy. 204 .....	3
Foundations of American Education, Edu. 335 or	
Philosophy of Education, Edu. 336 .....	3
Communication Skills In The Elementary School, Edu. 344 .....	3
Perspectives In Early Childhood Education, Edu. 348 .....	3
Literature In The Elementary School, Edu. 455 .....	(Block) 2
Mathematics In The Elementary School, Edu. 456 .....	(Block) 2



Science In The Elementary School, Edu. 457 .....	(Block) 2
Social Studies In The Elementary School, Edu. 458 .....	(Block) 2
Seminar in Early Childhood Education, Edu. 440 .....	(Block) 1
Student Teaching, Edu. 439 .....	(Block) 6

### *Intermediate*

Language Arts .....	9
English Composition and Grammar	
American Literature	
English Literature	
Social Studies .....	12
History (100, 200, 214, or 224)	
Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)	
Two Fields selected from the following:	
Anthropology, Economics, History, Human Geography	
Political Science, Sociology	
Natural Science .....	6
Mathematics .....	3
Mathematics 100	
Cultural Arts .....	8
Art In The Elementary School .....	4
Music In The Elementary School .....	4
Health and Physical Education .....	4
Health Education In The Elementary School .....	2
Physical Education In The Elementary School .....	2
Education .....	30
Educational Psychology, Edu. 234 .....	3
Child Growth and Development, Edu. 347 or	
Developmental Psychology, Psy. 204 .....	3





Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336 .....	3
Communication Skills In The Elementary School, Edu. 344 .....	3
Teaching In Elementary and Middle Schools, Edu. 349 .....	3
Literature In The Elementary School, Edu. 455 .....	(Block) 2
Mathematics In The Elementary School, Edu. 456 .....	(Block) 2
Science In The Elementary School, Edu. 457 .....	(Block) 2
Social Studies In The Elementary School, Edu. 458 .....	(Block) 2
Seminar In Intermediate Education, Edu. 441 .....	(Block) 1
Student Teaching, Edu. 439 .....	(Block) 6

### Concentrations

The State Department of Public Instruction has a specific guideline for prospective Intermediate teachers requiring concentration of eighteen hours in a subject area taught in the intermediate grades; the six concentrations available in Meredith's approved program are:

Language Arts (must include "Advanced Grammar and Composition") .....	18
Social Studies .....	18
Mathematics .....	18
Science .....	18
Art .....	18
Music .....	18



### Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subjects areas, art, or music education must meet the minimum requirements listed below. It is recommended that students be able to teach at least two subjects at the secondary level.

Major courses, related subjects, and electives are counted towards certification, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.

#### A. Subject matter courses

1. Requirements for all certificates (See details on page 00.)
2. Teaching fields for grades 7-12 and minimum semester hours:
  - Business education 36
  - English 36
  - French 30
  - Home economics 48  
(including certain sciences and related courses)
  - Latin 30
  - Science 48
  - Social Studies 42  
anthropology, economics, geography, history, political science, sociology
  - Spanish 30
  - Mathematics 30
3. Teaching fields for grades K-12 and minimum semester hours:
  - Art 36
  - Music 48

#### B. Professional courses and minimum semester hours (professional courses for music listed on page 00 and for art on page 00.)

- Area 1 - The pupil 6  
Education 234 (block) and 466
- Area 2 - The school 6  
Education 467 and 335 (block)
- Area 3 - Teaching and practicum 9  
Education 764 and Education 439 (block)

NOTE: *Students are advised to take these courses in the following order: education 234, 335, 764, 466, 467, 439, 348 and/or 467*

NOTE: *For certification in music or art education, students may select either Education 348 or 467 in order to meet professional course requirements.*

## CONTINUING EDUCATION

The Continuing Education program is designed for adult women who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through regular admission procedures as a freshman or transfer student, (see page 00), through special admission to regular credit

courses (see page 00 for admission procedure) or in enrichment courses offered by the College, for Raleigh and the surrounding community.

The Office of Continuing Education offers initial advising for the returning adult student (twenty-three years of age or older). If such a student chooses to enter as a special student before admission, she will be assigned an adviser in the Office of Continuing Education for her first 15 hours of work. Upon admission, she will be assigned a regular academic adviser, while the Office of Continuing Education will remain available for special adult needs.

Courses in the enrichment curriculum carry Continuing Education Units. One CEU is equivalent to ten contact hours. CEU's do not carry academic credit and cannot be applied to degree credit at Meredith College, but they may be used for teacher certification renewal credit and are recognized by some agencies, institutions, and businesses for certification and advancement purposes. The courses are open to Meredith College students on the same basis that they are offered to the community at large. A variety of enrichment courses are offered in both daytime and evening hours. Personal development seminars are offered in response to the needs of women as they cope with the fast pace of change. A brochure is available each semester from the Office of Continuing Education.

## INDIVIDUALIZED OPTIONS

### *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 86.)





### *Cooperative Education*

Cooperative Education is an arrangement whereby Meredith cooperates with an outside business or agency to help a student directly explore a career as an integral part of her educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences. Participants receive pay and academic credit for the work experience which are coordinated and supervised by the Office of Cooperative Education.

### *Cooperating Raleigh Colleges*

Meredith, Peace, St. Augustine, and St. Mary's Colleges and North Carolina State University and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the Dean. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours' credit.



## *Meredith Abroad*

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad program. Each summer the College offers a course of study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. Regular members of the college faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally-sponsored programs; summer study at Oxford University in cooperation with the University of North Carolina; individual participation in programs at other institutions; and individual travel as described in the Special Studies options on page 86.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the Academic Dean. Other programs are arranged within departments and by a coordinator of foreign study. All programs are publicized on campus.

## *Drew University*

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British policies and history. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program on the United Nations consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar under the auspices of Drew, offers a semester of study in London at a British University.

Students who wish to participate in the Drew University semester on the United Nations or on British politics and history at a London University should apply in the Department of History.



### *American University*

Through an arrangement with American University of Washington, D. C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

### *Correspondence Credit*

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the Dean.

### *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Academic Dean.

## SUMMER STUDY

Meredith conducts a summer session consisting of three 3-week terms. Courses are generally taught over the three-week terms with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.





Meredith students enrolled at Meredith summer school may also take one course at a Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Academic Dean. She secures written approval of her adviser, the appropriate chairman, and the Dean for specific courses. She must then have a transcript sent to Meredith.

## ACADEMIC PLANNING AND ADVISING

### *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

### *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.





### *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language and physical education. The student, with the assistance of her adviser, then plans her other course choices, keeping in mind both the general education requirements (page 60) and any specific academic interests of the student. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration finds that choosing a variety of courses from the general education requirements allows her to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the departmental chairman's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

### *The Junior and Senior Years*

Once she has declared a major the student should consult regularly with her major adviser. Since the student is finally responsible for fulfilling graduation requirements she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve she should consult the Registrar and, in rare cases, the Academic Dean.

Students may expect to graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Academic Dean. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate.

## *Graduate Record Examination*

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Planning or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Planning.

## *Schedule Changes*

During the first five class days of each semester a student may change her course schedule without penalty or record. No courses may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP or WF. No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the Registrar's Office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

## *Repetition of Courses*

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, the first attempt is not used in calculating the quality point ratio. Therefore, a student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

## *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentation, announcements, and assignments missed because of absence.

## **CREDIT REGULATIONS**

### *Advanced Placement Credit*

Advanced placement and credit is available in several departments. Entering students see page 22. Students in residence should apply directly to the department concerned or to the Dean.

## *Auditing Courses*

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the Registrar. (Under no condition will an audit student displace a regular student.)

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. (If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.)

## *Residence Credit Requirements*

A candidate for a degree must complete twenty-four hours of her last thirty hours at Meredith College. If four-hour courses are involved, twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as twelve semester hours (or fourteen, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least twelve hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith: Education 439, Observation and Directed Teaching and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least thirty hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major. The maximum credit accepted from two-year colleges is sixty-six semester hours.

## *Provisional Credit*

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools or an association of related rank she will be given credit for the courses acceptable toward a degree at



Meredith. A candidate from a non-accredited college will be given provisional credit which must be validated by success in work undertaken at Meredith or by examinations. In order to validate provisional credit other than by examination, she must complete a minimum of twenty-four semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

### *Old Credit*

In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairmen.



### *Restricted Credit for Juniors and Seniors*

Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

### *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages.

### *Credit in Physical Education*

Of the 124 hours required for graduation, no more than eight may be physical education activity courses.

## **GRADING SYSTEM**

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

### *Standard Grading*

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- |     |  |
|-----|--|
| A   | Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.   |
| B   | Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.  |
| C   | Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.   |
| D   | Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses. |
| P   | Passing on a course elected for Pass-Fail grading. Neither hours nor quality points are used in computing grade point averages.  |
| F   | Failure which may not be made up by re-examination.  |
| INC | The student's work is incomplete. If an INC is not completed by the final class day of the next semester, it automatically becomes an F.   |

- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
- W The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.

## Pass-Fail Policies

Some courses are taught only for Pass-Fail grading. A student may register for these courses during a given semester in addition to the following Pass-Fail options.

### Pass-Fail Options

- A. During her junior and/or senior years, a student may elect for Pass-Fail grading a seminar in her major field and two courses outside her major field. Only one such course may be elected during a single semester. Excluded are all courses pursued to satisfy general education requirements in the four categories: Humanities and Fine Arts; Social and Behavioral Sciences; Mathematics and Natural Sciences; Health and Physical Education; and all courses taken in summer school or in institutions other than Meredith.
- B. Physical Education activity courses taken as a degree requirement are graded Pass-Fail for all students. Activity courses taken in addition to the four hour requirement may be taken for a letter grade or may be taken Pass-Fail in addition to other Pass-Fail options.

### General Regulations

1. Course content and requirements will be the same for PF registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade-point averages an F on a PF course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the PF option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first five days of the semester in which schedule changes are normally allowed.
4. A student who changes her major to a department in which she has already taken PF work may credit only one PF course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the PF system rests with the student, and appeals for exception to these will not be heard.

## Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith





average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

## ACADEMIC RECOGNITION

### *Classification*

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	25-59
Junior	60-89
Senior	90 and above

### *Eligibility List*

An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 QPR on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

### *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh Colleges courses with a 3.20 grade point average will be placed on the list. The students must have completed at least twelve semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An "F" grade or an "Incomplete" grade disqualifies a student for the Dean's List for that semester.

### *Graduation with Distinction*

The degree of Bachelor Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:



- A. A student must have been in residence at Meredith long enough to have earned a minimum of fifty-seven semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.
- B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
  1. Meredith credits — all courses taken at Meredith.
  2. Total credits — all courses taken at any institution, including Meredith.
- C. Students whose average is 3.2 quality points per semester hour are graduated **cum laude**; those whose average is 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is 3.9 quality points per semester hour are graduated **summa cum laude**.



## RETENTION

To continue their enrollment at the College, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a Retention Committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

<i>Total Credit Hours Earned</i>	<i>Meredith QPR</i>
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

Should she fail to achieve this minimum she is placed on academic probation for the following semester. If in that semester she again fails to reach the minimum, her case will be reviewed by an Academic Retention Committee composed usually of the Academic Dean, the Dean of Students, the student's adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an Academic Retention Committee if her progress seems unsatisfactory even though she has met the minimal levels outlined above.

## OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.





# Courses Of Study

Lower level courses are numbered in the 100's and 200's; upper level courses, 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

## GENERAL COURSES

### LDI 100 LIFE DIRECTIONS SEMINAR: SELF-UNDERSTANDING

The life directions seminar is an opportunity for the student to explore her attitudes, values, and relationships within a small group setting of two leaders and not more than six students. Through the use of discussion, reading, audio-visual materials, and group exercises, each student will be assisted in developing (1) an awareness of her assets and capabilities, (2) an awareness of alternative lifestyles, and (3) some short-range goals and skills for working toward their achievement. During the ten two-hour sessions, students will have a responsibility to help each other in their self-exploration and in clarifying their life directions. Although a core program has been designed to be utilized in this course, the needs and requirements of the group and its individual members will be pursued as necessary. Meets two hours per week for ten sessions. Offered for Pass-Fail grading only. *Credit, one hour.*

### CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in assessing personal interests, abilities, and strengths; to explore career fields and employment trends; and to develop decision-making skills for relating this information to career plans. The seminar will include speakers and films. Open to all students. Offered for Pass-Fail grading only. *Credit, one hour.*

## COOPERATIVE EDUCATION

### COE 302 EMPLOYMENT

Full-time employment related to student career goals for a summer or a semester. Prerequisites: CPS 101, sixty semester hours of college credit. Employment must be arranged or approved by the Director of Cooperative Education and faculty adviser. Pass-Fail grading only. *Credit, four hours.*

### COE 403 EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302. Pass-Fail grading only. *Credit, four hours.*

## SPECIAL STUDIES

Special Studies courses are available in all departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an in-

structor. Appropriate guidance provided by the instructor.

### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the Dean of the College (Academic Dean).
4. Approval for Group Study of special topics is granted on a one-semester basis.
5. An approved Group Study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for Independent Study, Directed Individual Study, and Community Internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. One to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special Studies courses may be designated for Pass-Fail grading by those persons responsible for approving them. A student may elect them in addition to her P-F options.





## INTERDISCIPLINARY STUDIES

### IDS 200 THE DEVELOPMENT OF THE NATURAL UNIVERSE

An interdisciplinary course in the natural sciences, team taught by faculty of the biology, chemistry, and mathematics departments. The course takes a chronological approach to the development of the universe, using principles of physics, including a study of atomic structure and spectra, nuclear structure and reactions, and concepts of mass, force, and energy to explain current cosmological theories of the formation of the stars, planets, and universe. The study of the development of the planet earth emphasizes historical geology with relation to biological evolution, relating chemistry to biology in the evolution of life, and biology to environment by study of the fossil record and such geological phenomena as continental drift. A study of mineral and ore formation relates chemistry to technology, as current aspects of ecology relate living systems to environment. Three one-hour class meetings per week, field trips, and laboratory experiences. *Credit, four hours.*

## WOMEN'S STUDIES

Under the Program for Raising the Sights of Women, a three-year project sponsored by the Mellon Foundation, courses designed to increase creativity, decision-making skills, independence, leadership, assertiveness, and goal-orientation, among other characteristics, are offered from time to time.

Using the Special Study process for group study, various departments intermittently offer courses which examine different facets of life as a woman. Some examples are Women in History; The Psychology of Women; Women in Literature, etc. Individual studies are always available for students who have interests in particular areas.

## ART

Associate Professor White, *Chairman*; Assistant Professor Maron; Instructors Givvines, Greenberg, Peyser, and Short. The department offers a major in art.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Upon completion of the basic requirements listed below, the student may complete her thirty-four hour requirement for the major by electing courses which concentrate upon one or several of the areas offered in the art curriculum. Provision is made for those students who wish teacher certification in art as well as those who wish elementary certification. Through the special studies program, a student may pursue certain projects of a career-oriented nature. Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

### Requirements for a Major

Thirty-four hours in art including Art History 120, 322, 3 hours elective; Basic Studio 101, 102, 103, Studio (upper level) two areas, 6 hours; Senior Exhibition, 1 hour; Art Electives, 9 hours.

### Art Education Program

Art Courses .....	34-37
Basic Drawing and Composition 101 .....	3
Basic Design and Color 102 .....	3
Basic Three-Dimensional Design 103 .....	3
History .....	
Introduction to Western Art .....	3
Modern Art 322 .....	3
One, three-hour elective .....	3
Painting 302 .....	3
Printmaking 303 .....	3
Ceramics 203 or Sculpture 204 .....	3
Senior Exhibition 492 .....	1
Art Electives .....	6-9
Professional Courses .....	16-18
Educational Psychology 234 .....	3
Methods in the Teaching of Art, 734 .....	4
Observation and Directed Teaching 439 .....	6
Additional Education courses determined by the student and her adviser .....	3-6
Total hours .....	50-55

### Art History

#### 120 INTRODUCTION TO WESTERN ART

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. As an aid to students in their full appreciation of art, atten-



tion is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

## 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. *Credit, three hours.*

## 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the earlier Christian periods. The civilizations of Ancient Egypt, Mesopotamia, Greece, and Rome, and the earlier Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: Art 120 or permission. *Credit, three hours.*

## 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early fourteenth through eighteenth centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: Art 120 or permission. *Credit, three hours.*

## 322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-eighteenth century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism, Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: Art 120 or permission. *Credit, three hours.*

## Studio

### 101 BASIC DRAWING AND COMPOSITION

A study of drawing fundamentals and relationships within the pictorial composition. Work in this course is primarily in black and white. Required of art majors. Six studio hours a week. *Credit, three hours.*

### 102 BASIC DESIGN AND COLOR

Detailed analysis of the elements and principles of design with emphasis on problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours a week. *Credit, three hours.*

### 103 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional form. Required of art majors. Six studio hours a week. *Credit, three hours.*

### 201 BEGINNING STUDIO FOR NON-MAJORS

A course in the fundamentals of art for students other than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.*

### 202 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting and composi-

tion; darkroom techniques for making photograms, contact prints, enlargements and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Six studio hours a week. *Credit, three hours.*

*The following studio courses offer instruction at several levels in the same section and may be taken on multiple occasions:*

### 203 CERAMICS

Six studio hours a week. *Credit, three hours.*

### 204 SCULPTURE

Prerequisite: Art 103 or permission. Six studio hours a week. *Credit, three hours.*

### 301 DRAWING

Prerequisite: Art 101 or permission. Six studio hours a week. *Credit, three hours.*

### 302 PAINTING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. *Credit, three hours.*

### 303 PRINTMAKING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. *Credit, three hours.*

### 304 PHOTOGRAPHY

Prerequisite: Art 202 or permission. Six studio hours a week. *Credit, three hours.*

## Commercial Art

### 305 GRAPHIC DESIGN

This course recognizes the application of the elements and principles of visual art in the workday world. Emphasis on creative solutions to design problems relating to commerce, industry, and the larger environment. Opportunity for tailor-made projects through which the student may further her career objectives. Prerequisite: Art 101, 102, and 103. Six studio hours a week. *Credit, three hours.*

### 306 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishings and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 306). *Credit, three hours.*

## Art Education

### 744 ART IN THE ELEMENTARY SCHOOL

Designed to develop an understanding of the role of art in culture, self-expression, and creativity. Emphasis will be placed on child development, lesson planning, knowledge and skills of art materials, ordering supplies, and classroom arrangement. An understanding of art elements, art philosophies, and the importance of art in daily living will be fostered. *Credit, four hours.*

**734 METHODS IN THE TEACHING OF ART**

(For Art Majors)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: twelve hours of art. One lecture and four studio hours a week. May not be counted toward a major. *Credit, three hours.*

*Seminar and Senior Exhibition***491 SEMINAR**

A study and review group meeting with the staff to consider crucial issues in the field of art. Open to all students who have had at least six hours in art history. *Credit, two hours.*

**492 SENIOR EXHIBITION**

Preparation and presentation of the exhibition required of senior art majors. All art majors should register for this course in the last semester of their senior year. *Credit, one hour.*

**BIOLOGY**

Associate Professor Bunn, *Chairman*; Assistant Professor Eads; and Adjunct Professor Hoffman. The department offers a major in biology (A.B. or B.S.)

The Department of Biology meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics and other disciplines. Advanced courses provide opportunities for in depth exposure to many areas of the biological sciences.

A Bachelor of Science or Bachelor of Arts degree in biology provides training for both academic and industrial research as well as for teaching. A biology major provides excellent background for health-related fields. The program provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, ophthalmology and graduate studies in all areas of the biological sciences.

*Requirements for a Major***BACHELOR OF ARTS**

Thirty semester hours in biology, including 101, 102, 211, 222, 331, 334, 321, or 336. Other requirements include Chemistry 111, 112, and 221, and mathematics through at least one semester of calculus (Mathematics 211). SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

**BACHELOR OF SCIENCE**

Thirty-six semester hours in biology, including 101, 102, 311, 222, 331, 323, 334, and 321 or 336 plus one approved biology elective. Two hours of Biology Seminar or Special Studies in addition to the courses listed above. Thirty-three hours of related subjects as listed above in the bachelor of arts requirements plus Physics 221 and 222, and one additional advanced course in mathematics (340 or 212 recommended).

**101 GENERAL BIOLOGY**

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and sub-cellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Corequisite: Biology 141. Three lectures. *Credit, three hours.*

**141 GENERAL BIOLOGY I LABORATORY**

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics include cell biology and the anatomy and physiology of vertebrate animals



and flowering plants. Corequisite: Biology 101. Meets 2 hours a week. *Credit, one hour.*

### 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: Biology 142. Three lectures. *Credit, three hours.*

### 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics, and an ecology field trip. Corequisite: Biology 102. Meets 2 hours a week. *Credit, one hour.*

### 211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Three lectures and three laboratory or field trip hours a week. *Credit, four hours.*

### 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studied as to life history, morphology, physiology, ecology and economic importance. Possibility of field trips to study,

collect, and classify animals in their natural habitats. Prerequisite: Biology 101, 102. Two lectures and six laboratory or field trip hours a week. *Credit, four hours.*

### [234 PRINCIPLES OF ECOLOGY]

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: Biology 101. Three lectures and three laboratory hours a week. *Credit, four hours.*

### [321 COMPARATIVE VERTEBRATE ANATOMY]

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals, to be dissected in the laboratory. Alternates with 323. Prerequisite: Biology 101, 102; Biology 222 recommended. Two lectures and six laboratory hours a week. *Credit, four hours.*

### 322 VERTEBRATE EMBRYOLOGY

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory and outside readings to show comparative stages in other vertebrates. Alternates with 332. Prerequisite: Biology 101, 102. Two lectures and six laboratory hours a week. *Credit, four hours.*

### 323 VERTEBRATE PHYSIOLOGY

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscular





and nervous systems of animals and experimentation in digestion, circulation, respiration, and excretion. Especially adapted to students preparing to study medicine or nursing or to become technologists. Alternates with 321. Prerequisite: Biology 101, 102, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. *Credit, four hours.*

### 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: Biology 111, 112. Recommended, Mathematics 110 or equivalent. Corequisite for Biology majors: Genetics Lab (Bio 341). Three lectures per week. *Credit, three hours.*

### 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics (Bio 331). Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics (Bio 331). Three hours laboratory per week. *Credit, one hour.*

### 334 MICROBIOLOGY

A general study of bacteria, viruses, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, foods, water, and milk; and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 101, 102 and Chemistry 111, 112 or their equivalents. Two lectures and four laboratory hours a week. *Credit, four hours.*

### 336 BIOCHEMISTRY

See Chemistry 336. *Credit, four hours.*

### 499 SEMINAR

May be taken for credit both junior and senior years. Offered for Pass-Fail grading only. *Credit, one hour.*

### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

*Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.*

*Students who wish advanced study or research in biology should consult with the department chairman and arrange for it through the Special Studies options listed on page 86.*

## BUSINESS AND ECONOMICS

Professor Frazier, *Chairman*, Associate Professor Peterson; Assistant Professor Simmons; and Instructors Sasnett and M. Hansen. The department offers a B.S. degree in business administration with concentrations in management, office administration, and economics, and an A.B. degree in Economics.

### *Requirements for B. S. Degree In Business Administration*

Candidates for the bachelor of science degree in business administration must take twenty-four hours in a prescribed core and twenty-four additional hours in their chosen fields of concentration.

The core consists of the following courses: Economics 210, 211; Business 330, 331; Business 346; Business 366; Business 490;; and Mathematics 245 (or equivalent).

The *Management Concentration* provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 445 and eighteen additional hours chosen from: Business 384, 433, 446, 454, 494; Economics 364, 455; and approved advanced business or economic courses.

The *Office Administration Concentration* enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills and procedures are desirable. The student who chooses this concentration must take at least 24 hours above the core; including Business 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics. A student qualifying for a North Carolina teacher's certificate must meet requirements specified in the approved program.

The *Economics Concentration* affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take Economics 445 and 21 additional hours chosen from Economics 324, 364, 374, 434, 435, 455, 456, Business 494, and approved advanced economics courses.

Students in the Office Administration Concentration must present evidence of having completed forty hours of approved work experience. All other students are encouraged to acquire work experience related to their interests.

## Accounting

### 330 ACCOUNTING PRINCIPLES

Study of basic accounting principles; accounting cycle; and preparation and interpretation of financial statements. *Credit, three hours.*

### 331 ACCOUNTING PRINCIPLES

Application of accounting principles to partnerships and corporations; income tax; introduction to cost accounting; analysis of financial reports and statements. Prerequisite: Business 330. *Credit, three hours.*

### 432 MANAGERIAL ACCOUNTING

Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisites: Business 330 and 331. *Credit, three hours.*

### 433 COST ACCOUNTING

The analysis of cost factors and their relationships with production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: Business 432. *Credit, three hours.*

## Business Administration

### 110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; and trends in business. *Credit, three hours.*

### 366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.*

### 384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.*

### 454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

### 490 CORPORATION FINANCE

Financial analysis; working capital management; cost of capital, profitability and risk; short- and intermediate-term financing; long-term financing; external growth; and problems in financing. *Credit, three hours.*

### 494 INFORMATION ANALYSIS AND DECISION THEORY

An examination and application of data-gathering, analysis methods, and decision-making techniques with

emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: Mathematics 245 and Business 346. *Credit, three hours.*

## Management

### 346 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; and personnel policies. *Credit, three hours.*

### 446 PERSONNEL MANAGEMENT

The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; and manpower planning. Prerequisite: Business 346. *Credit, three hours.*

### 445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

Study of business and economic issues of contemporary significance; application of economic theories and management principles; guest lectures by business executives; and student research reports. Prerequisite: Business 346 and senior standing. *Credit, three hours.*

## Office Administration

### 220, 221 TYPEWRITING

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

### 320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at eighty words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.*

### 344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, and calculators; filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.*

### 422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.*



## Micellaneous

### 764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.*

### 934 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned conferences and programs for integrating experience with theory from courses taken in major. Limited to senior majors (advanced juniors by special permission). *Credit, three hours.*

## Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210 and 211. Majors are urged to take Mathematics 211.

## Economics

### 210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

### 211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.*

### 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History 317). Prerequisite: Economics 210. *Credit, three hours.*

### 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210. *Credit, three hours.*

### 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. *Credit, three hours.*

### 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210 and 211. *Credit, three hours.*

### 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as means for serving the needs of man. Special attention will be given to a comparison of the present economics of the United States, Russia, Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.*

### 445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

For description, see Business 445. *Credit, three hours*

### 455 MONEY AND BANKING

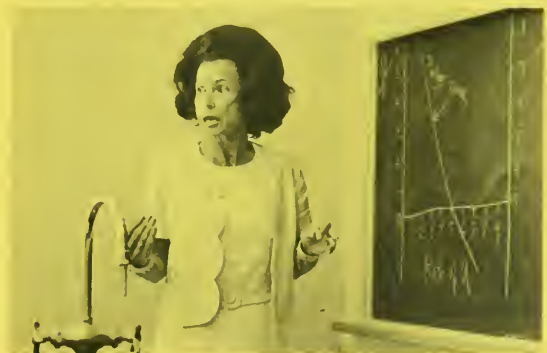
A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.* Mrs. Simmons.

### 456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; and debt management. Prerequisite: Economics 210. *Credit, three hours.*

*Additional courses in business and economics available at other Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 86.*





## Chemistry and Physical Science

Associate Professor Horner, *Chairman*; Associate Professor Bunn; Assistant Professors Birkin and Neely. The department offers a major in chemistry (A.B. or B.S.).

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, or for a career in chemistry at the Bachelor's degree level.

A major in chemistry leads directly to a variety of graduate and professional schools. A student should obtain additional information from the department concerning exact course requirements for specific schools. Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry, and a great number of health-related fields.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222, or 351. Chemistry 352 is also recommended for many programs.

## Requirements for a Major

### BACHELOR OF ARTS

Thirty-two semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 499; Physics 221, 222, Mathematics 211, 212.

### BACHELOR OF SCIENCE

Thirty-eight semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 474, 485, 499; one additional course in physical chemistry; at least one hour credit in original laboratory research; twenty-four hours in related subjects, including Physics 221, 222, Biology 101, Mathematics 211, 212, 354, 220 (another advanced level course in mathematics may be substituted for 354 with approval of the Departments of Chemistry and Mathematics); and German 100-101 or proficiency.

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236, and 368 may be used for credit toward the area requirement in the social sciences.

## Chemistry

### 111 GENERAL CHEMISTRY

Fundamental concepts of chemistry, emphasizing theoretical and physical chemical principles. Three class hours a week. Corequisite: Chemistry 141. *Credit, three hours.*

### 141 GENERAL CHEMISTRY LABORATORY

Introduction to experimental physical principles and qualitative analysis. Three laboratory hours a week. Corequisite: Chemistry 111. *Credit, one hour.*

### 112 GENERAL CHEMISTRY

A continuation of fundamental concepts, including more advanced theoretical and descriptive chemistry. Three class hours a week. Prerequisite: Chemistry 111, 141. Corequisite: Chemistry 142. *Credit, three hours.*

### 142 GENERAL CHEMISTRY LABORATORY

Introduction to quantitative analysis with primary emphasis on volumetric techniques. Three laboratory hours a week. Corequisite: Chemistry 112. *Credit, one hour.*

### 221 ORGANIC CHEMISTRY

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: Chemistry 112, 142. Corequisite: Chemistry 241. *Credit, three hours.*

### 241 ORGANIC CHEMISTRY LABORATORY

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite: Chemistry 221. *Credit, one hour.*

### 222 ORGANIC CHEMISTRY

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite: Chemistry 221, 241. Corequisite: Chemistry 242. *Credit, three hours.*

### 242 ORGANIC CHEMISTRY LABORATORY

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite: Chemistry 222. *Credit, one hour.*

### 336 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry 221; Biology 101. Also offered as Biology 336. Three class hours and one three-hour laboratory a week. *Credit, four hours.*

### 351 QUANTITATIVE ANALYSIS

A study of volumetric and gravimetric methods of analysis. Prerequisite: Chemistry 111, 112. Two class hours and six laboratory hours a week. *Credit, four hours.*

### 352 INSTRUMENTAL ANALYSIS

A study of the theory and practice of instrumental methods of analysis. Prerequisite: Chemistry 221. Two class hours and six laboratory hours a week. *Credit, four hours.*

#### 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite: Chemistry 112, 142. *Credit, three hours.*

#### 444 INORGANIC CHEMISTRY LABORATORY

Advanced techniques of inorganic preparations. Three laboratory hours a week. Prerequisite or corequisite: Chemistry 474. *Credit, one hour.*

#### 485 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221, 222; Mathematics 211, 212. *Credit, four hours.*

#### 499 SEMINAR

May be taken for credit more than one semester. *Credit, one to three hours.* Offered for Pass-Fail grading only.

### Physics

#### 204 PRINCIPLES OF PHYSICS

A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.*

#### 221 MECHANICS, HEAT, AND WAVE MOTION

Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

#### 222 ELECTRICITY AND MAGNETISM, LIGHT, AND MODERN PHYSICS

Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

### Geography

#### 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

#### 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economics, and political ties, and their future position in world trade. Prerequisite: Geography 204 or special permission of the departments concerned. *Credit, three hours.*

#### 236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the evergrowing problem of preservation for future generations. *Credit, three hours.*

#### 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, in-

terstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

#### SCI 764 THE TEACHING OF SCIENCE

See page 97. May not be counted toward a major. *Credit, three hours.*

*Additional courses in chemistry and physics are available at other Cooperating Raleigh Colleges.*

*A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the Chemistry Department during her freshman year.*

*Students who wish advanced study and research in chemistry and physics should consult with the department chairman and arrange for it through the Special Studies options listed on page 86.*





## EDUCATION

Assistant Professor Murray, *Chairman*; Associate Professor Browde; Assistant Professors Allred, Calvert, Fracker.

### Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject in the liberal arts must be selected from the list on page 63. Programs are available for certification as a teacher on the secondary level (grades 7-12); on the intermediate level (grades 4-9); in early childhood (kindergarten - grade 3); and art or music (kindergarten - grade 12). See pages 65-70 for details of major subject selection and teacher education procedures.

### Education Courses

*Educational Psychology* (Education 234) is recommended as the first course in the professional sequence.

#### 234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes; individual differences and motivation; learning theory; measurement and evaluation; and teacher behavior. Observation in the public schools may be arranged as a course requirement. *Credit, three hours.*

#### 335 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal, appreciating the backgrounds leading to the development of this goal, and becoming familiar with the relevant research and literature. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

#### 336 PHILOSOPHY OF EDUCATION

A study of the philosophical issues which bear upon education. A comparative treatment of the conflicting benefits about reality, knowledge, and value is made in terms of idealism, realism, scholasticism, experimentalism, and existentialism. Linguistic analysis in education is also examined. *Credit, three hours.*

#### 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOLS

A study of the techniques and resources needed for teaching the communication skills in the elementary school. The interrelated processes of listening, speaking, reading, and writing receive attention with specific emphasis upon the major aspects of reading instruction. The particular needs of the early childhood and intermediate teacher will be considered. *Credit, three hours.*

#### 347 CHILD GROWTH AND DEVELOPMENT

A study of the growth and development of children through early adolescence. Consideration is given to understanding the behavior of children and related basic psychological processes. Included is an emphasis upon psychological research pertaining to children in the home and school, and practical suggestions for guiding them in their growth and development towards adolescence and adulthood. *Credit, three hours.*

#### 348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.*

#### 349 TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

A study of the structure and function of elementary and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum organization, planning and evaluation, the use of instructional materials and resources, teacher-parent relationships, records and reports. *Credit, three hours.*

#### 439 OBSERVATION AND DIRECTED TEACHING

Designed to give the student teaching experience in the public school. All student teaching is on the block. Student teachers take advanced courses in education for the first eight weeks of the semester; during the last eight weeks, student teachers are in the public school classroom for the entire day. Weekly seminars are arranged. Fee, fifty dollars. Block course. *Credit, six hours. Pass/Fail Grading Only.*

#### Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

- A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.
- B. Observation and participation in the public schools and/or of children and youth in other situations.
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.
- D. Current enrollment in or satisfactory completion of all required special method courses.
- E. The required physical exam for public school teachers.
- F. Filing of an application for student teaching placement with the Department of Education.

#### 440 SEMINAR IN EDUCATION

A study of the current issues having a direct influence upon educational practice and research. This is taken concurrently with Education 439 and is offered in



separate sections for those certifying in early childhood and intermediate elementary education. Block course. *Credit, one hour.*

**455 LITERATURE IN THE ELEMENTARY SCHOOL**  
A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with the particular needs of the early childhood and intermediate teacher being considered. Block course. *Credit, two hours.*

**456 MATHEMATICS IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. Block course. *Credit, two hours.*

**457 SCIENCE IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. Block course. *Credit, two hours.*

**458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. Block course. *Credit, two hours.*

**466 ADOLESCENT BEHAVIOR**

A concentration upon the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior including measurement procedures and research results. Understanding and guiding adolescents in the classroom is intended by this course. Block course. *Credit, three hours.*

**467 THE SECONDARY SCHOOL**

The historical development and a consideration of the place and function of secondary education in our democracy: the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

**468 READING STRATEGIES WITH SECONDARY SCHOOL STUDENTS**

A series of experiences designed for the classroom teacher in the secondary school with emphasis upon assisting students having difficulties in reading, developing techniques for enabling students to improve their reading skills, and utilizing methods which encourage students to read. Block course. *Credit, one hour.*

**Special Methods Course**

Three semester hours of special methods in the field in which one is planning to teach are expected for a secondary certificate; six semester hours may be taken by those who intend to be certified in two fields. Certain

other special methods courses are offered for those enrolling in Early Childhood Elementary Education and in Intermediate Elementary Education. In these courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the approved teacher education programs. The use of audio-visual materials, lesson planning, practical demonstration, and observation of teaching in the Wake County Public Schools constitute a part of the courses.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry in the academic discipline. Course descriptions are listed in the departmental sections.

- 734 Methods in the Teaching of Art, *Credit, three hours.*
- 744 Art in the Elementary School, *Credit, four hours*
- 764 The Teaching of Science, *Credit, three hours*
- 764 The Teaching of Business, *Credit, three hours*
- 764 The Teaching of English, *Credit, three hours*
- 764 The Teaching of Foreign Language, *Credit, three hours*
- 744 Health Education in the Elementary School, *Credit, two hours*
- 744 Physical Education in the Elementary School, *Credit, two hours*
- 764 The Teaching of History and Social Studies in the Senior High Schools, *Credit, three hours*
- 764 Methods of Teaching Home Economics, *Credit, three hours*
- 764 Methods of Teaching Secondary Mathematics, *Credit, three hours*
- 720 Materials and Methods for Teaching Music in Grades K-3, *Credit, two hours.*
- 721 Materials and Methods for Teaching Music in Grades 4-6, *Credit, two hours.*
- 722 Materials and Methods for Teaching Music in Grades 7-12, *Credit, two hours.*
- 744 Music in the Elementary School, *Credit, four hours.*



## ENGLISH

Professor Rose, *Chairman*; Professor Knight; Assistant Professors Gilbert, Page, and Samson; Instructors Brewer and Jones. The department offers a major in English.

Certain clearly defined aims have determined both the individual course offerings and emphases and the program for majors in the Department of English. In brief, these may be defined as appreciation of human values; skills in expression, both oral and written, including increased ability to think logically and independently, as well as to express those thoughts clearly and effectively; and aesthetic appreciation and enjoyment of great literature which preserves our cultural heritage. It is the hope of the department that courses in both language and literature, committed to such ends, will foster in the student a continuing interest in self-cultivation in these powers of thought, expression, and appreciation.

The study of English as a major may prepare a student for graduate study in this or related fields or for careers in such areas as the following: teaching and school administration; journalism and editorial work; personnel work and counseling; positions in business and research, libraries, museums, churches; free-lance media writing. A major in English is also highly recommended as pre-professional training for both law and medicine.

### Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the

200's. No credit in English is given for 764. English 202 is strongly recommended for the English major.

### English

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

#### 111 PRINCIPLES OF WRITING

Offered both semesters. *Credit, three hours.*

#### 201 MAJOR BRITISH WRITERS

Offered both semesters. *Credit, three hours.*

#### 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.*

#### 206 MAJOR AMERICAN WRITERS

Offered both semesters. *Credit, three hours.*

#### 208 WORLD MASTERPIECES IN TRANSLATION

*Credit, three hours.*

#### 235 CREATIVE WRITING

*Credit, three hours.*

#### 351 OLD ENGLISH

*Credit, three hours.*

#### 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.*

#### 355,356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies,





and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.*

### 357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.*

### 358 ADVANCED GRAMMAR AND COMPOSITION

Introduction to linguistics; a study of traditional and transformational grammars; the writing of expository papers. *Credit, three hours.*

### 359 AMERICAN LITERATURE SEMINAR

Selected topics for study. Prerequisite: English 206 or equivalent. *Credit, three hours.*

### 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of some of the principal twentieth-century English and American poets and their works. *Credit, three hours.*

### 365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.*

### 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.*

### 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of selected works (novels, short stories, and drama) by twentieth-century English and American authors. *Credit, three hours.*

### 374 TECHNIQUES OF LITERARY RESEARCH

A directed individual study, including a survey of library resources and research techniques and culminating in a short research paper. Open only to majors. *Credit, one hour.*

### 498 SENIOR SEMINAR

Representative epics, dramas, and novels of Continental literature studied in relation to English literature. Open only to majors in English. *Credit, three hours.*

### 764 THE TEACHING OF ENGLISH

See page 97. Block Course. May not be counted toward a major. *Credit, three hours.*

*Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 86. Students may elect courses at other Cooperating Raleigh Colleges.*

## FOREIGN LANGUAGES

Assistant Professor Holt, *Chairman*; Associate Professor Ledford; Assistant Professor Galligan; and Instructors Beza, Finlator, Goryn, Peacock, and Short. The department offers majors in French and Spanish.

The Department of Foreign Languages offers a major in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

### Requirements for a Major

Twenty-four hours in foreign languages above 100, 101, including 364 and 365. Majors in French or Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. 764 is required of students planning to teach a foreign language and may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

### Advanced Placement

A placement test will be given in August, December, and May. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 100, 101 level.

For example, an entering student who places at the 300 level would receive six hours credit. A continuing student who completes 100, 101 and who places at the 300 level would receive six hours credit. A student who completes 202 and who places at the 300 level would receive three hours credit.

To receive advanced placement credit, the students must complete one three-hour course at the appropriate level with a grade of "C" or better.

### French

#### 100 ELEMENTARY FRENCH READING AND CONVERSATION I

##### Conversation Sections

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for French 101 or 202. A two-hour lab will be required where necessary. *Credit, three hours.*



**Reading Sections**

Introduction to the French language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had French in high school but who cannot qualify for French 101 or French 102. *Credit, three hours.*

**101 ELEMENTARY FRENCH READING AND CONVERSATION II****Conversation Sections**

A review and continuation of French 100. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

**Reading Sections**

A review and continuation of French 100. Increasing emphasis in reading. Prerequisite: French 100 or equivalent. *Credit, three hours.*

**202 INTERMEDIATE FRENCH READING AND CONVERSATION I****Conversation Sections**

A review and continuation of French 100 and 101. Introduction of the more difficult aspects of modern spoken French. English will be used in the classroom for orientation purposes only. Prerequisite: French 101 or equivalent. *Credit, three hours.*

**Reading Sections**

A review of French grammar. Readings from a variety of subject areas. Designed to prepare the student to read well-written French of average difficulty. Not recommended for students who plan to major or for students who wish to elect advanced literature courses. Prerequisite: French 101 or equivalent. *Credit, three hours.*

**203 INTERMEDIATE FRENCH READING AND CONVERSATION II****Conversation Sections**

A continuation of French 202. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Prerequisite: French 202 or equivalent. *Credit, three hours.*

**Reading Sections**

A continuation of French 202. Prerequisite: French 202 or equivalent. *Credit, three hours.*

**304 FRENCH CIVILIZATION**

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

**305 ADVANCED CONVERSATION AND PHONETICS**

Required of majors in French. Prerequisite: French 203 or equivalent. *Credit, three hours.*

**306 ADVANCED GRAMMAR, COMPOSITION AND CONVERSATION**

Required of majors in French. Prerequisite: French 203 or equivalent. *Credit, three hours.*

**364 FRENCH LITERATURE TO 1789**

Selected reading in French literature from the beginnings to the French revolution with emphasis on culture and civilization. Prerequisite: French 203 or equivalent. *Credit, three hours.*

**365 FRENCH LITERATURE FROM 1789 TO THE PRESENT**

Selected readings in French literature from the French revolution to the present. Prerequisite: French 203 or equivalent. *Credit, three hours.*

**[366 FRENCH ROMANTICISM]**

*Credit, three hours.*

**367[FRENCH REALISM AND SYMBOLISM]**

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

**368 MODERN FRENCH LITERATURE**

A general study of the main literary movements of the twentieth century. *Credit, three hours.*

**[369 CONTEMPORARY FRENCH LITERATURE]**

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

**[394 SEMINAR IN SEVENTEENTH CENTURY]**

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

**395 SEMINAR IN EIGHTEENTH CENTURY**

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth century France with some emphasis on Franco-American relationships. *Credit, three hours.*

**764 THE TEACHING OF FOREIGN LANGUAGE**

See page 97. May not be counted toward a major. *Credit, three hours.*

**German****100 ELEMENTARY GERMAN I**

Introduction to the German language through analysis. Grammar, graded readings and some oral emphasis. Open to students who cannot qualify for German 101. *Credit, three hours.*

**101 ELEMENTARY GERMAN II**

A review and continuation of German 100. Prerequisite: German 100 or equivalent. *Credit, three hours.*

## **202, 203 INTERMEDIATE GERMAN**

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: German 101 or equivalent. *Credit, three hours.*

## **Latin**

### **100 ELEMENTARY LATIN I**

A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

### **101 ELEMENTARY LATIN II**

A review and continuation of Latin 100. Increased emphasis on reading. *Credit, three hours.*

### **202, 203 INTERMEDIATE LATIN**

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. *Credit, six hours.*

### **364, 365 ROMAN LITERATURE AND CIVILIZATION**

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 202, 203 or advanced placement. *Credit, six hours.*

### **[366, 367 ADVANCED LATIN READING]**

Authors studied to be selected by instructor—after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.*

## **Spanish**

### **100 ELEMENTARY SPANISH READING AND CONVERSATION I**

#### **Conversation Sections**

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for Spanish 101 or 202. A two-hour lab will be required where necessary. *Credit, three hours.*

#### **Reading Sections**

Introduction to the Spanish language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had Spanish in high school but who cannot qualify for Spanish 101 or Spanish 202. *Credit, three hours.*

### **101 ELEMENTARY SPANISH READING AND CONVERSATION II**

#### **Conversation Sections**

A review and continuation of Spanish 100. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

#### **Reading Sections**

A review and continuation of Spanish 100. Increasing emphasis in reading. Prerequisite: Spanish 100 or equivalent. *Credit, three hours.*

### **202 INTERMEDIATE SPANISH READING AND CONVERSATION**

#### **Conversation Sections**

A review and continuation of Spanish 100 and Spanish 101. Introduction of the more difficult aspects of modern spoken Spanish. English will be used in the classroom for orientation purposes only. Prerequisite: Spanish 101 or equivalent. *Credit, three hours.*

#### **Reading Sections**

A review of Spanish grammar. Readings from a variety of subject areas. Designed to prepare the student to read well-written Spanish of average difficulty. Not recommended for students who plan to major or for students who wish to elect advanced literature courses. Prerequisite: Spanish 101 or equivalent. *Credit three hours.*

### **203 INTERMEDIATE SPANISH READING AND CONVERSATION II**

#### **Conversation Sections**

A continuation of Spanish 202. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Prerequisite: Spanish 202 or equivalent. *Credit, three hours.*

#### **Reading Sections**

A continuation of Spanish 202. Prerequisite: Spanish 202 or equivalent. *Credit, three hours.*

### **[304 SPANISH CIVILIZATION]**

A survey of the historical development of Spain as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.*

### **305 ADVANCED COMPOSITION AND CONVERSATION**

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.*

### **306 PHONETICS AND CONVERSATION**

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.*

### **364 SPANISH LITERATURE TO 1800**

*Credit, three hours.*

### **365 SPANISH LITERATURE FROM 1800 TO PRESENT**

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 202, 203 or advanced placement. *Credit, six hours.*





### [366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION]

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.*

### 368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.*

### 369 MODERN SPANISH NOVEL

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 368. *Credit, three hours.*

### 494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.*

### 764 THE TEACHING OF FOREIGN LANGUAGE

See page 97. May not be counted toward a major. *Credit, three hours.*

## HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Chairman*; Assistant Professor Allen; Instructors Ferguson, Jeffreys, Pritchard, and Stevens; Huggins, *Director of Equitation.*

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. By focusing on the lifetime sports, we provide a student many opportunities to develop interest and skills in activities which she will be able to pursue throughout life. For the highly skilled students who desire the challenges provided by a high level of competition, we have a program of intercollegiate athletics which includes both individual and team sports.

### Theory: Health

#### 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

#### 110 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Standard Red Cross certification will be given upon satisfactory completion of the course. *Credit, two hours.*

#### 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirement. *Credit, two hours.*





## Theory: Physical Education

### 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirement. *Credit, two hours.*

## Activity: Physical Education and Recreation

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirement, she may elect physical education for one semester hour credit each semester up to a maximum of eight credit hours.

A student may repeat a course at the same level only with special permission granted by the departmental chairman and upon recommendation from her previous instructor.

Regulation gym suits are required for class and may be purchased from the Meredith Supply Store.

All activity courses carry *one credit hour* per semester. Pass-Fail grading only. (See p. 81 for exception.)

## Aquatics

- 110 Swimming I - for non-swimmers.
- 210 Swimming II - must be able to swim in deep water.
- 311 Advanced Life Saving for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.
- 312 Water Safety Instructor - Prerequisite: current Red Cross Advanced Life Saving Certificate.
- 113 Synchronized Swimming I - fundamentals including stunts, stroke variations and choreography; must be a strong swimmer and know basic strokes.
- 313 Synchronized Swimming II - Performing Group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus audition.

## Conditioning

- 120 Conditioning - includes jogging and activities for muscle tone, weight and figure control.

## Equitation\*

The equitation program offers instruction in balance seat—a combination of hunt seat and dressage. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the Director of Equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 32). Before being permitted to ride a student must sign the release form available in the business office.

- 130 Equitation I (Beginner)
- 230 Equitation II - Prerequisite: P.E. 130 or equivalent.
- 330 Equitation III - Prerequisite: P.E. 230 or equivalent.

## Individual Sports

- 140 Archery
- 141 Badminton I (Beginner)
- 241 Badminton II - Prerequisite: P.E. 141.
- 142 Bowling I\* - (taught at Western Lanes).
- 242 Bowling II\* - Prerequisite: P.E. 142 or equivalent.
- 143 Golf I\*
- 243 Golf II - Prerequisite: P.E. 143 or equivalent
- 144 Gymnastics I - must be able to do forward roll and support body weight on hands.
- 244 Gymnastics II - Prerequisite: P.E. 144 or consent of instructor.
- 344 Gymnastics III - Prerequisite: P.E. 244.
- 146 Tennis I (Beginner)
- 246 Tennis II - Prerequisite: P.E. 146 or equivalent.
- 346 Tennis III - Prerequisite: P.E. 246 or equivalent.
- 147 Snow Skiing\* - taught between semesters (French Swiss Ski College, Boone, North Carolina).

## Rhythmic Activities

- 151 Ballet I
- 251 Ballet II - Prerequisite P.E. 151 or equivalent.
- 152 Folk and Square Dance
- 153 Modern Dance I

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\*Special fee.

253 Modern Dance II - Prerequisite: P.E. 153 or equivalent.

353 Modern Dance - Performing Group.  
By audition.

### Team Sports

161 Basketball

163 Softball

164 Volleyball

### Varsity Sports

(Intercollegiate competition)

A physical examination immediately preceding sports season is required.

470 Golf

471 Basketball

473 Swimming

474 Tennis

475 Volleyball

476 Gymnastics

*Students who wish special, individual, or group study in Health, Physical Education, or Recreation should consult with the department chairman and arrange for it through the Special Studies options listed on page 86.*

*Students may elect courses at other Cooperating Raleigh Colleges.*

## HISTORY AND POLITICAL SCIENCE

Professor F. Grubbs, *Chairman*; Professors Burris and Lemmon; Associate Professor Gates; Assistant Professors C. Grubbs, Parramore and Stewart; and Instructor Kemple. The department offers a major in history, American civilization, non-western civilizations, and political studies.

Knowledge of the past and its interpretation is a tool which can be used to understand the present, to aid in planning for the future, and to broaden the mind. Persons in every place and time have made contributions to the development of mankind and today's citizens should be well informed as to local, national and international problems and alternative solutions. The study of history and political science develops the broad outlook essential for a truly educated and productive citizen. Each person has a responsibility to contribute to the solution of mankind's most difficult problems and the study of history and political science has major contributions to make toward achieving a better destiny for all.

### Requirements for a Major In History

A major in history consists of twenty-seven hours, chosen from at least two fields (as American, European, Asian), including one course numbered 100, one course numbered 200, 334, and seminar in history. Major professor, Mr. Grubbs.

### Requirements for Major In American Civilization

A major in American civilization consists of thirty-six hours, with a minimum of eighteen hours in American history, including 334 and a seminar in history, and a minimum of fifteen hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

### Requirements for a Major In Non-Western Civilizations

A major in non-western civilizations consists of thirty-six hours, with a minimum of eighteen hours in history, including 325, 334, and a seminar in history, and also nine hours selected from History 100, 200, and non-western courses; and a minimum of fifteen hours in related fields such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.



## Requirements for a Major In Political Studies

A major in political studies is a multi-disciplinary major with a political science core. Requirements include thirty-six credit hours with 18-21 hours in political science, including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the Director of the Political Studies Program. Major professor, Mr. Stewart.

## Special Career Directions

Course sequences are available in museology and in historical restoration and preservation. Special attention is also given to preparation for law and paralegal assistant school, for government positions, and for public relations careers. Internships may also be arranged.

## History

### 100 AN INTRODUCTION TO HISTORY

An introduction to the major themes that have influenced the development of man in society throughout his history. Political, socio-economic and intellectual forces which have shaped today's world will be considered. *Credit, three hours.*

### 200 A SURVEY OF MODERN EUROPEAN HISTORY

Europe from 1500 to the present. The Renaissance, the Reformation, the Age of Revolutions, the rise of forces and theories of the 19th century, and the implications of these forces in the crises of the 20th century will be emphasized. *Credit, three hours.*

### 214 AMERICAN HISTORY TO 1876

Emphasis on the period since the Revolution. *Credit, three hours.*

### 215 AMERICAN HISTORY SINCE 1876

Emphasis on the twentieth century. *Credit, three hours.*

### 224 INTRODUCTION TO NON-WESTERN CIVILIZATIONS

Brief investigations of Middle East, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilization. *Credit, three hours.*

### 231 AN INTRODUCTION TO MUSEOLOGY

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. *Credit, one hour.*

### 232 AN INTRODUCTION TO ARCHEOLOGY AND RESTORATION

The general nature and the tools of archeology and its

use in restoring historic sites and buildings. A prerequisite for internships in archeology and historic sites. *Credit, one hour.*

### 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. *Credit, one hour.*

### 304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman periods. *Credit, three hours.*

### 305 EUROPEAN INTELLECTUAL HISTORY

An inquiry into European thought since the mid-eighteenth century. *Credit, three hours.*

### 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours*

### 307 MAIN CURRENTS OF MODERN EUROPEAN HISTORY

Inquiry into the present European situation and its historical roots. *Credit, three hours.*

### 314 COLONIAL AMERICAN CULTURE (1000-1783)

A study of the Colonial origins of American institutions; Colonial society, the racial make-up of the Colonies; and the Revolutionary Period. *Credit, three hours.*

### 315 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914

A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. *Credit, three hours.*

### 316 HISTORY OF THE SOUTH

A topical study of the South with emphasis on the nineteenth century. *Credit, three hours.*

### 317 HISTORY OF ECONOMIC THOUGHT

See Economics 324. May count as credit in history by students except business and economics majors. *Credit, three hours.*

### 318 AMERICAN FOREIGN AFFAIRS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.*

### 324 HISTORY OF SOUTH ASIA

Emphasis on India and Pakistan, with some considera-



tion of their cultural and political relations with China. *Credit, three hours.*

### 325 ASIAN CIVILIZATION

A multidisciplinary course cooperatively taught by lectures in anthropology, economics, geography, religion, fine arts, and history. *Credit, three hours.*

### 334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and organization of materials. Research paper required. Offered both semesters. *Credit, three hours.*

### 499 SENIOR SEMINAR

Recommended that students have had research experiences before registering for the seminar. *Credit, three hours.*

### SST 764 THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE SENIOR HIGH SCHOOLS

Required for secondary teacher certification. May not be counted toward a major. *Credit, three hours.*

## Political Science

### CAPITAL CITY SEMESTER

The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered from time to time. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special research projects are also part of this program. Six hours of seminar credit and three hours of research credit are granted for participation in this program.

### PSC 100 AMERICAN POLITICAL SYSTEM

An introduction to each level of American government, local, state, and national, with emphasis on their interrelationships. *Credit, three hours.*

### PSC 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.*

### PSC 300 POLITICAL PARTIES AND PRESSURE GROUPS

A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure group processes, and an evaluation of pressure groups as mediating agencies for individual participation and for social change in the United States. *Credit, three hours.*

### PSC 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the interpretation of civil liberties and civil rights guarantees. *Credit, three hours.*

### PSC 302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, intergovernmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester program is offered. *Credit, three hours.*

### PSC 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the Director of the Political Studies Program. *Credit, three hours.*

### PSC 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. *Credit, one to four hours.* May be taken on multiple occasions.

### INTRODUCTION TO RESEARCH

See Sociology 374 for description (p. 123.)

### PSC 400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICAL SCIENCE

An exploration into (a) the scope of political science study in historical and contemporary times, (b) philosophy and varieties of political science. Pass-Fail grading only. *Credit, one hour.*

*Courses are available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in political science.*

*Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the Special Studies options listed on page 86.*

## HOME ECONOMICS

Assistant Professor Stuber, *Chairman*; Instructors Cook, Friedrich, Goode, Harris, and Lyons.

The department offers a multi-faceted major for students earning either a Bachelor of Arts or a Bachelor of Science degree. A versatile program in home economics provides a broad liberal arts education, preparation for a profession and service to community, enriched home and family living, and personal fulfillment.

### *Requirements for a Major*

#### **BACHELOR OF ARTS**

Thirty hours in home economics, including 114, 124, 326, 335, 374, and 455 and 499 are required for all majors.

#### **BACHELOR OF SCIENCE**

Thirty hours in home economics, including 114, 124, 326, 335, 374, 418, 427, and 455 and 499. Twenty-two semester hours in related subjects, including Chemistry 111 and 112; Biology 101 and 102; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (micro-biology, organic chemistry, and genetics recommended).

Students majoring in home economics may earn teacher certification in any of the following areas: K-3, 4-9, or secondary education.

#### **114 ART IN COSTUME**

The application of art principles to clothing selection and costume design. Emphasis on personal appearance. Offered fall semester only. *Credit, one hour.*

#### **115 BEGINNING CLOTHING CONSTRUCTION**

Basic principles of clothing construction using commercial patterns. Introduction to occupational clothing. Two lectures and four hours of laboratory. *Credit, three hours.*

#### **124 INTRODUCTORY FOODS AND COOKERY**

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.*

#### **216 TAILORING**

Advanced techniques in clothing selection, fitting, and construction. Application of management and decision-making to problems in tailoring. Prerequisite: Home Economics 114 and 115 or proficiency. One lecture and five hours of laboratory. Offered fall semester only. *Credit, three hours.*

#### **225 ADVANCED FOOD AND COOKERY**

A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prerequisite: Home Economics 124 or special permission of the departmental chairman. Two lectures and four hours of laboratory. Offered fall semester only. *Credit, three hours.*

#### **234 CHILD DEVELOPMENT**

A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Introduction to occupations. Two lectures and three hours of laboratory. *Credit, three hours.*

#### **306 INTERIOR DESIGN**

A course to familiarize the student with historical and contemporary home furnishings and decoration. A study of house planning, including floor plans, site, cost, legal matters, and landscaping. Studio problems in interior design. Six hours a week. (Also offered as Art 306) *Credit, three hours.*

#### **317 FLAT PATTERN DESIGN**

Fundamental principles of pattern modification and development by the flat pattern method. Interrelated factors in fitting and flat pattern design. Prerequisite: Home Economics 114 and 115 or 216. One lecture and five hours of laboratory. Offered spring semester only. *Credit, three hours.*

#### **326 MEAL MANAGEMENT**

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Introduction to occupational foods. Prerequisite: Home Economics 124. Two lectures and four hours of laboratory. *Credit, three hours.*

#### **355 MARRIAGE AND FAMILY RELATIONSHIPS**

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

#### **345 HOUSEHOLD EQUIPMENT**

The selection, care, and use of common types of household equipment. Offered fall semester only. *Credit, three hours.*

#### **347 CHILD GROWTH AND DEVELOPMENT**

See Education 347. *Credit, three hours.*

#### **355 HOME MANAGEMENT THEORY AND CONSUMER EDUCATION**

Use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Problems in consumer buying and money management. *Credit, two hours.*

#### **365 OCCUPATIONAL HOME ECONOMICS**

Inquiry into entry level employment, job opportunities and associated skill requirements related to Home Economics. Includes field experience. Two lectures. *Credit, two hours.*



**374 CONSUMER ECONOMICS**

See Economics 374. *Credit, three hours.*

**418 TEXTILES**

Textiles from raw materials through manufacturing and finishing of fabrics from the consumer viewpoint. Offered spring semester only. *Credit, three hours.*

**427 NUTRITION**

Elementary principles of nutrition with practical application in planning diets for normal families. Offered spring semester only. *Credit, three hours.*

**446 HOUSEHOLD FURNISHINGS LABORATORY**

An opportunity to develop some skill in designing window treatments and bedspreads and in refinishing and reupholstering furniture. Introduction to occupations. *Credit, three hours.*

**455 HOME MANAGEMENT — RESIDENCE**

Prerequisite or parallel: Home Economics 355 (home management). Residence in Ellen Brewer House. *Credit, three hours.*

**499 SENIOR SEMINAR**

History, philosophy, and current trends in home economics. Pass-Fail grading only. *Credit, one hour.*

**764 METHODS OF TEACHING  
HOME ECONOMICS**

May not be counted toward a major. *Credit, three hours.*

*Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 86.*

**MATHEMATICS**

Associate Professor Davis, *Chairman*; Associate Professor Preston; Instructors Bouknight, Spooner, and Taylor. The department offers a major in mathematics (A.B or B.S.).

*Requirements for a Major***BACHELOR OF ARTS**

The Bachelor of Arts in mathematics gives a good background in mathematics and allows electives in a wide range of academic interests. Teacher certification at all levels can be obtained with this degree.

Twenty-four hours in mathematics above the one hundred level, including 211, 212, 220, 313, and 321. Mathematics 499 is recommended. The department *requires* the major to include at least six hours in the area of the natural sciences. Chemistry 111, 112, or Physics 221, 222 are recommended.

**BACHELOR OF SCIENCE**

The Bachelor of Science in mathematics requires greater depth in the mathematics discipline and in areas closely related to the mathematics field. This is important for graduate study in mathematics and related fields.

Thirty-three hours in mathematics above the 100 level, including 211, 212, 220, 313, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221, 222; five courses chosen from the areas of natural science, accounting, economics (not offered to satisfy general education requirements), computer science or statistics. (For the student with career interest in mathematics related to the biological or life sciences, Biology 101 may be substituted for Chemistry 111 upon consultation with the departmental chairman.)

**SPECIAL PROGRAMS**

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Examples of programs include work in the School of Engineering and in the Department of Computer Science and Biomathematics. Other fields of study can be pursued on an individual basis. Under the Cooperating Raleigh Colleges Program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

*Requirement for Certification*

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the in-



intermediate level, and any three hours of math at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334 and must have a total of thirty hours of credit in mathematics, including the one hundred level. Courses in probability and computer science are strongly recommended.

## Advanced Placement In Mathematics

Upon entering Meredith, a student may be placed in 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental placement test. Each year during orientation, the department gives tests in algebra, trigonometry, and introductory calculus; and if satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon presentation of satisfactory scores on the proper examination.

## Foundations

### 100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, and the development of the real number system. May not be counted toward a major. *Credit, three hours.*

## Analysis

### 110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. May not be counted toward a major. *Credit, three hours.*

### 211 INTRODUCTORY CALCULUS

Introduces the ideas of derivatives and integrals with their principal interpretations and interrelations and develops the similar techniques of differentiation and integration for the elementary functions studied in Mathematics 110. *Credit, three hours.*

### 212 MATHEMATICS ANALYSIS I

A continuation of the calculus of functions of one variable and an introduction of multivariable calculus. Prerequisite: Mathematics 211. *Credit, three hours.*

### 313 MATHEMATICS ANALYSIS II

A continuation of 212 with a study of the theory and

techniques of the calculus. Prerequisite: Mathematics 220. *Credit, three hours.*

### 410, 411 ADVANCED CALCULUS I AND II

Includes the real numbers, complex numbers, set theory, metric spaces, continuity, differentiation, the Riemann-Stieltjes integral, and series. Mathematics 410 offered spring semester only. Mathematics 411 offered fall semester only. Prerequisite: Mathematics 313. *Credit, three hours each semester.*

## Algebra

### 220 LINEAR ALGEBRA

A study of vector spaces and linear transformation, matrices, and determinants. Prerequisite: Mathematics 211. *Credit, three hours.*

### 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.*

## Geometry

### 334 MODERN COLLEGE GEOMETRY

Designed to differentiate and compare metric and non-metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: four semester hours of math above one hundred level. Offered spring semester only. *Credit, three hours.*

## Statistics

### 245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, frequency distributions, sampling distributions ( $F$ ,  $t$ , chi-squared), estimation of population parameters, confidence intervals, significance tests, analysis of variance, correlation and regression analysis of variance, correlation and regression analysis, and goodness-of-fit. Credit will not be allowed for both Mathematics 245 and Psychology 200. Credit will not be allowed for both Math 245 and Math 341. *Credit, three hours.*

### 340 INTRODUCTION TO PROBABILITY AND STATISTICS

Includes probability as a mathematical system, random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.*

### 341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing hypotheses, relationships in a set of random variables. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.*

**Applied Mathematics****354 INTRODUCTION TO DIFFERENTIAL EQUATIONS**

First order equations, applications, linear equations of higher order, applications to mechanical and electrical systems, Laplace transforms, series solutions. Prerequisite: Mathematics 212. *Credit, three hours.*

**Miscellaneous****499 SEMINAR IN ADVANCED MATHEMATICS**

Prerequisite: senior standing. *Credit, three hours.*

**764 METHODS OF TEACHING SECONDARY MATHEMATICS**

May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

*Courses are also available at North Carolina State University under the interinstitutional cooperation plan in theory of equations, intermediate and advanced differential equations, history of mathematics, boundary value problems, numerical analysis, computer science, and statistics.*

*Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 86.*

**MUSIC AND THE PERFORMING ARTS**

Associate Professor David Lynch, *Chairman*; Professors Donley, Poister and Pratt; Assistant Professors Clyburn, Garriss, Haeseler, and Vaglio; Instructors Briscoe, Fogle, Sullivan and Truesdale; Special Instructors Bass, Beyer, Daugherty, Downward, Farrington, Gilmore, Goode, P. Klausmeyer, Long, M. Lynch, Magrath, Marx, Medas, Ray, Roberson, Schlageter, Simmons, Southwick, Wencel, Whitlow, Williams, and Witt. (On leave of absence, Assistant Professors Hardison and Schmidt.) The department offers majors in music (A.B.), music education and applied music (Mus. B.).

**Audition**

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

**Requirements for a Major****BACHELOR OF ARTS**

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music. Some students pursuing the A.B. in music also obtain the Early Childhood teaching certificate; some, a second major in religion as preparation for church music or other ministry.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 60-61). The student must take at least 76 semester hours in liberal arts and science subjects other than music—53-56 hours in general education requirements (pages 60-61) and 20-23 hours in electives. The student must take at least 48 hours in music as follows:

Music courses .....	28
Theory 100, 101, 202, 203 .....	8
Solfege 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
History of Musical Styles and	
Structures 315, 316 .....	8
Seminar in Music Literature 494 .....	2
Applied Music and electives .....	20
Minimum in applied music .....	8
Graduation recital .....	1

Electives .....	11
(Applied music, music literature, theory, music education, or ensemble)	

## BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching and for graduate work in music therapy. A major in applied music may prepare a student for private studio teaching; church music; performance; and, after graduate work, college teaching. The study of music in all of the programs, including the A.B. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree as outlined below are planned with this aim.

## Major in Applied Music

### LIBERAL ARTS AND SCIENCES ..... 42

English Composition .....	3
Major British writers .....	3
Foreign language .....	6-12
(Students will be placed at the appropriate level by the department of foreign languages. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	
Religion .....	6
A six-hour introduction to Biblical literature and one advanced three-hour course	
Social and Behavioral Sciences .....	6
(Select from two of the following categories: Economics; History; Human Geography; Political Science, Psychology; Sociology and Anthropology)	
Mathematics and Natural Sciences .....	3-4
(Select one course from the following categories: Biology; Chemistry; Mathematics; Physical Geography; Physics)	
Health and Physical Education .....	4
(Choose for activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in Liberal Arts and Sciences .....	4-11

### MUSIC COURSES ..... 82

Theory 100, 101, 202, 203 .....	8
Solfege 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4

Music Literature 215 .....	2
History of Musical Styles and Structures 315, 316 .....	
Twentieth Century Techniques 303 .....	2
Teaching Applied Music 320, 321 .....	4
Seminar in Music Literature 494 .....	2
Principal Applied Study .....	24
Secondary Applied Stud(y)(ies) .....	4
Junior Recital 390 .....	1
Graduation Recital 490 .....	1
Keyboard Proficiency	
Music Electives .....	18
At least 9 hours must be in music courses; no more than 9 hours may be in applied music and ensembles. Organ majors must take Advanced Keyboard 340 and Seminar in Theory 394.	

## Major in Music Education

### LIBERAL ARTS AND SCIENCES ..... 42

English Composition .....	3
Major British writers .....	3
Foreign Language .....	6
(Students will be placed at the appropriate level by the department of foreign language.)	
Religion .....	6
A six-hour introduction of the Old and New Testaments <i>or</i>	
A three-hour introduction to Biblical literature and one advanced three-hour course	
Social and Behavioral Sciences .....	6
(Select from two of the following categories: Economics; History; Human Geography; Political Science; Sociology and Anthropology)	
Mathematics and Natural Sciences .....	6-7
Mathematics .....	3
Natural science .....	3-4
(Select from one of the following categories: Biology; Chemistry; Physical Geography; Physics)	
Health and Physical Education .....	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in Liberal Arts and Sciences .....	7-8

### MUSIC AND PROFESSIONAL EDUCATION ... 82

#### MUSIC COURSES

Theory 100, 101, 202, 203 .....	8
Solfege 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
History of Musical Styles and Structures 315, 316 .....	
	8



Winds and Percussions 070 .....	2-4
String and Instruments 060 .....	2-4
Instrumentation 305 .....	1
Vocal Arranging 308 .....	2
Conducting 330, 331 .....	4
Principal applied study .....	14
Secondary applied stud(y)(ies) .....	3
Graduation Recital 490 .....	1
Keyboard Proficiency .....	

## EDUCATION, METHODS, AND ELECTIVE COURSES

Materials and Methods K-3 720 .....	2
Materials and Methods 4-6 721 .....	2
Materials and Methods 7-12 722 .....	2
Educational Psychology 234 .....	3
Education course according to needs of the student .....	3
Student Teaching 439 (Block) .....	6
Electives in music, professional education, or psychology .....	5-9

## Church Music

Students interested in careers in church music are encouraged to choose the Bachelor of Music program with a major in applied music or the Bachelor of Arts program with a major in music. They should consult the chairman of the department for appropriate electives in music, religion, and other disciplines.

## Preparatory Division

Through a large Preparatory Division, the Department of Music provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the Preparatory Division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

## Equipment and Facilities

The department of Music and the Performing Arts is housed in the Harriet Mardre Wainwright Building, completed in 1977, and in adjacent Jones Hall, constructed in 1950 and currently undergoing renovations as a fine arts center. Both theatrical and concert performances are held in Jones Auditorium, while most recitals and concerts are given in Clara Carswell Concert Hall. Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall - drama workshop, a scene shop, twenty-four faculty offices and studios, twenty-seven practice rooms, a recording studio, and numerous other functional areas for music and theater. Thirteen grand pianos (Steinways, Baldwins, Yamahas), thirty-nine upright pianos (Baldwins and Yamahas), a three-manual Austin concert organ, a studio organ (Holtkamp), and numerous practice organs (Ryan, Wicks, Kilgen), an electronic piano

laboratory, and numerous orchestral instruments furnish ample equipment for effective teaching and practice. The music library contains 2,500 recordings and scores, and ample study and listening facilities. Additional recordings and scores, including many complete editions, are available in the Carlyle Campbell Library.

## Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that he puts into action his musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and in jury examinations given each semester in all applied music courses are given from memory.

Students taking part in any public performances other than those sponsored by the Department of Music must consult with their respective teachers in advance.

## Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations.<sup>1</sup> Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

## Student Recitals

Varied student recital programs and Department of Music convocations are held Thursday afternoons. All students majoring in music are required to attend.

## Concerts

Each year Meredith brings to the campus distinguished performers and lecturers. A number of artists, emsembles, and orchestras perform in Raleigh under sponsorship of the *Friends of the College* and the *Chamber Music Guild*. Concerts provided by organizations such as the *North Carolina Symphony*, the *National Opera Company*, the *Raleigh Oratorio Society*, the *American*

<sup>1</sup>These students must obtain the level of Piano 144 for at least one semester.

*Guild of Organists*, and the *Raleigh Music Club* are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least fifteen recitals per semester, selected in consultation with their principal applied instructors, from the many musical programs available on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory and education.

## Theory

### 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three- and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Solfege 150, 151. Three class hours weekly. *Credit, two hours each semester.*

### 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodic stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: Keyboard 140 before 141. *Credit, one hour each semester.*

### 150, 151 ELEMENTARY SOLFEGE

Rhythmic dictation and reading; melodic dictation and sight-singing, using solfeggio syllables. Second semester introduces chromaticism and C clefs. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

### 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, eleventh chords. Study of form, analysis, counterpoint, twentieth-century techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisite: Solfege 252, 253. Three class hours weekly. *Credit, two hours each semester.*

### 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and

transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

### 252, 253 INTERMEDIATE SOLFEGE

Continuation of sight-seeing and rhythmic/melodic dictation skills begun in Solfege 150, 151. Material closely coordinated with theoretical material covered in Theory 202, 203. Prerequisites: Solfege 151 before 152, 252 before 253. Corequisite: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

### 204 RUDIMENTS OF MUSIC

A study of pitch, rhythm, scales, harmony, form, elementary chords and their functions. No previous knowledge of music required. *Credit, one hour.*

### 303 TWENTIETH-CENTURY TECHNIQUES

An examination of important compositional styles of twentieth-century composers. An emphasis is placed on analysis, correlated with historical development of contemporary musical styles. Students will also compose short examples in selected styles. Prerequisite: Theory 202. *Credit, two hours.*

### 305 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

### 308 VOCAL ARRANGING

Based on an historical approach, this course surveys sung melody and the manner in which it may be arranged beginning with plain song and progressing through the twentieth century. Emphasis is placed upon the use of counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Upon attaining a specified degree of competency in initial arranging techniques, assignments are geared to arranging for junior/senior high school choral groups and/or small church choirs. These assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

### 340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading of various types of literature suitable for use in classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 100, Keyboard 243. *Credit, one hour.*

### 394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing



each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

#### **105, 205, 305, 405 COMPOSITION**

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

### **History And Literature**

#### **214 MUSIC APPRECIATION**

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

#### **215 MUSIC LITERATURE**

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

#### **314 LITERATURE OF APPLIED MUSIC**

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

#### **315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES**

A study of the development of music in western civilization, relating music to a historical context. Analysis of music in various period styles as well as student compositions in various compositional styles. Five class hours weekly. *Credit, four hours each semester.*

#### **494 SEMINAR IN MUSIC LITERATURE**

Research in problems related to music literature, history, or performance, selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

### **Music Education**

#### **060 STRING INSTRUMENTS**

A practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

#### **070 WIND AND PERCUSSION INSTRUMENTS**

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies

necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to three hours each semester.*

#### **320, 321 TEACHING OF APPLIED MUSIC**

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involving teaching some beginning and intermediate students each semester. *Credit, two hours each semester.*

#### **300, 301 CONDUCTING AND CHORAL LITERATURE**

A study of the basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from the following historical periods: Renaissance, Baroque, Classical, Romantic, and Twentieth Century. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

#### **402 ADVANCED CONDUCTING**

An in-depth study of two major works scored for chorus and instruments. Attention is given to problems of balance, blend, conducting techniques for two or more groups, and special performance techniques. One work will be selected from classical literature and the second from contemporary literature; works will vary each semester. Prerequisite: Conducting 301. May be repeated for credit. *Credit, two hours each semester.*

#### **422 ADVANCED TEACHING METHODS**

Additional experience in the teaching of applied music, based on work begun in Teaching of Applied Music 320, 321, with an emphasis upon actual teaching. The work is offered and coordinated within the Preparatory Division. Prerequisite: MUS 321. May be repeated for credit. *Credit, one hour each semester.*

#### **720 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-3**

Designed for music education majors, this course is based on the development of concepts through a series of sequenced musical activities. Attention is given to formulating a philosophy of music education, Orff and Kodaly approaches to teaching music, teaching techniques, and lesson planning. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

#### **721 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 4-6**

An extension of Materials and Methods 720 with sequential activities related to children of this age group. Attention is given to developing learning contracts, learning activity packets, learning centers, and to teaching the recorder. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*



## 722 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the scope and sequence of the music program in the secondary school. Special attention is given to the psychology of adolescence, including developmental characteristics, personality, the changing voice, and classroom management. Emphasis is placed upon learning theories, the general music class, the modular approach, state adopted texts, rehearsal techniques, and electronically modified and synthesized sounds. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

## 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers; European influences of Orff and Kodaly; and the use of audio-visual materials and equipment in the classroom. Students lacking in musical background will be required to take Music 204 as a corequisite. *Credit, four hours.*

## Ensembles

All music majors are required to participate in ensemble each semester (exclusively the first semester of the freshman year). At least two semesters must be in a choral ensemble.<sup>1</sup> In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required.

### 234 CHORUS

Two semesters required for all students majoring in music. Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

### 235 RENAISSANCE SINGERS

A select group of about twenty-five devoted to the *capella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.*

### 236 ACCOMPANYING

All students whose principal applied study is piano or organ expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved not to exceed six hours per week, including both lesson and practice time (six hours per week for one student preparing a recital or three hours per week for each of two students preparing lessons and jury examinations). *Credit, one hour each semester.*

### 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

### 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

### 239 HANDBELL CHOIR

*Credit, one hour each semester.*

### 334 MEREDITH CHORALE

A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.*

### 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

### 434 VOCAL ENSEMBLE

A group of about twelve singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only to qualified members of the Meredith Chorale. *Credit, one hour each semester.*

## Applied Music

Teacher assignments in applied music are made by the chairman of the department, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. Except for beginning students in class lessons, most students receive the benefit of both group and private instruction. In addition, repertoire classes are required each week in each applied area.

Each course in applied music requires the following amount of weekly practice time: six hours per week for the first hour's credit and three hours per week for each additional credit hour. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	6
2	2	9
3	2	12
4	2-3	15

## Recital

Each student giving a recital (sophomore, junior, or

<sup>1</sup>Note restriction on ensemble credits, page 80.

graduation) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

#### 290 SOPHOMORE RECITAL

#### 390 JUNIOR RECITAL

#### 490 GRADUATION RECITAL

##### *Piano*

Mr. Clyburn, Mr. Fogle, Miss Bass, Mrs. Beyer, Mrs. Daugherty, Mrs. Klausmeyer, Miss Magrath, Mr. Roberson.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for Piano Proficiency) is available in group instruction.

#### 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. *Credit, one hour.*

#### 041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. *Credit, one hour.*

#### 044 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

#### 144 PIANO I

Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### 244 PIANO II

Bach *Sinfonias, Well-Tempered, Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of modern difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### 344 PIANO III

Bach, *Well-Tempered Clavier, Toccatas, Partitas, etc.*; Mozart and Beethoven *Sonatas*; Chopin *Etudes, Impromptus, Scherzi, Ballades, etc.*; other classical, romantic, impressionistic, and contemporary composers.

#### 444 PIANO IV

Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

#### *Organ*

Mr. Lynch, Mr. Poister, Mrs. Lynch, Mrs. Long, Mr. Downward, Mrs. Ray.

#### ORGAN I

Manual and pedal technique. Bach *Eight Little Preludes and Fugues, Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

#### 245 ORGAN II

Bach *Preludes and Fugues* of the first master period, *Chorale Preludes, Trio Sonatas*; works of Mendelssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.

#### 345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.

#### 445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

#### *Violin*

Mrs. Garriss, Mr. Southwick, Mr. Wencel.

#### 164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

#### 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; *sonatas of Corelli and Handel*; *concertos by Rode, Viotti, and Kreutzer*.

#### 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; *sonatas by Mozart and Beethoven*; *concertos by Viotti, Kreutzer, and Mozart*.

#### 464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gaviniès; *concertos by Vieuxtemps, Wieniawski, Godard, and others*; *sonatas by Bach, Tartini, and Beethoven*.

#### *Orchestral Instruments*

Courses are also available in the following applied studies:

#### CELLO 166, 266, 366, 466

Mrs. Gilmore, Mr. Briscoe.

**FLUTE 174, 274, 374, 474**

Mrs. Whitlow

*Guitar*

Mr. Marx, Mr. Medas

**068 GUITAR CLASS**

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

*A working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.*

**168 GUITAR I**

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani.

**268 GUITAR II**

Continued work with technique, Segovia diatonic scales, compositions by Sor, Milan, Tarrega, DeVisee.

**368 GUITAR III**

Continued work with technique, preludes by Ponce, Villa-Lobos, compositions by Bach, Weiss, Dowland.

**468 GUITAR IV**

Etudes by Vill-Lobbs, large works by Bach, Ponce, Tedesco, Albeniz, contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

*Voice*

Miss Donley, Mrs. Sullivan, Mrs. Farrington, Mrs. Goode, Mrs. Schlageter, Miss Simmons, and Mrs. Williams.

Coaching for singers and accompanists is available for voice students in Voice 354 and 454 in addition to private and group lessons in voice for these students.

**154 FRESHMAN VOICE**

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

**254 SOPHOMORE VOICE**

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

**354 JUNIOR VOICE**

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

**454 SENIOR VOICE**

Technical work continued, stressing flexibility. Total repertoire to include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

**Speech and Theater**

Mrs. Truesdale.

**225 FUNDAMENTALS OF SPEECH**

A general speech course designed to introduce the student to the basic elements of good communication. Units on voice and diction, presentation, organization, and communication theory. Offered both semesters. *Credit, three hours.*

**226 ORAL INTERPRETATION**

Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity for the students to take part in a reading program for an audience. Offered both semesters. *Credit, two hours.*

**356 PLAY PRODUCTION**

*Credit, three hours.*

**357 INTRODUCTION TO THEATER**

A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. *Credit, three hours.*

*Students who wish advanced study in music, speech, and theater should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 86. Students may elect courses at other Cooperating Raleigh Colleges.*





## PSYCHOLOGY

Associate Professor Huber, *Chairman*; Associate Professor Mason; Assistant Professors Aubrecht and Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses.

### *Requirements for a Major*

A minimum of twenty-eight semester hours in psychology including 100, 200, and 201.

#### 100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

#### 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavior data. The course will consider: measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. *Credit, three hours.*

#### 201 EXPERIMENTAL PSYCHOLOGY

An introduction to experimental research in psychology including such areas as perception, conditioning and motivation, memory and cognition, social psychology. Lecture and lab. *Credit, four hours.*

#### 204 DEVELOPMENTAL PSYCHOLOGY

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. *Credit, three hours.*

#### 205 PSYCHOLOGY OF EXCEPTIONAL CHILDREN

An introduction to the physiological and psychological characteristics of the major types of exceptional children and adolescents, including: the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Offered fall semester only. *Credit, three hours.*

#### 206 PSYCHOLOGY OF WOMEN

The purpose will be to increase the understanding of

women from a psychological viewpoint. Topics included will be a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. Offered fall semester only. *Credit, three hours.*

#### 304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing, and of the role of testing in evaluation in educational and several other settings. An introduction to the major types of tests including tests of general and special abilities, aptitude, achievement, interests, and personality. Offered fall semester only. *Credit, three hours.*

#### 305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours.*

#### 306 ABNORMAL PSYCHOLOGY

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, alcoholism, and drug addiction. *Credit, three hours.*

#### 307 PSYCHOLOGY IN HISTORICAL PERSPECTIVE

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours.*



**308 THEORY AND PRACTICE IN COUNSELING**

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The student and professor will evaluate her performance. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. *Credit, three hours.*

**404 LEARNING**

An introduction to experimental and theoretical issues in learning and to the practical application of learning principles. Information treated will include: classical and operant conditioning; human learning and memory. Offered spring semester only. *Credit, three hours.*

**405 PERCEPTION**

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course will also focus on cognitive factors in perception. Offered spring semester only. *Credit, three hours.*

**406 PHYSIOLOGICAL PSYCHOLOGY**

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours.*

**407 SOCIAL PSYCHOLOGY**

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Offered spring semester only. *Credit, three hours.*

**SENIOR THESIS**

The interested and qualified student may elect to undertake a senior research project under the special studies option.

*Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 86. Special studies have included classes in: Animal Behavior, Behavior Modification, Computer Analysis of Data, and Counseling Psychology; research projects in: Personality, Developmental Psychobiology, and Social Psychology; and internship experiences in: Clinical Psychology and Applied Behavior Therapy.*

*A student may elect courses at other Cooperating Raleigh Colleges.*

**RELIGION AND PHILOSOPHY**

Professor Crook, *Chairman*; Professor Cochran; Associate Professor Page; Assistant Professor Johnson; Instructor Wilson and Visiting Lecturer Newman. The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with Biblical literature and faith as they are related to the contemporary world. The upper level courses fall into three categories: Biblical studies, religious history and thought, and religion and society. The student who majors in religion is encouraged to take some work in each category. The requirements for a major are sufficiently flexible, however, to provide for the individual student's own personal development and for her choice of career preparation. Most students majoring in religion prepare for teaching, for a church-related career, or (in conjunction with other departments) for a career in social work or church music.

**Requirements for a Major**

Twenty-four hours in religion, including 497.





## Religion

Prerequisite to all other courses in religion: Religion 101 and 102 or Religion 121.

### 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A study of the central meaning of the Bible. Not open to students who have taken Religion 121. *Credit, six hours.*

### 121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A study of the making and the preservation of the Bible; the literature and history of the Hebrews; the ministry of Jesus; and the early church. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.*

### 247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.*

### 248 THE RELIGIONS OF MANKIND

A survey and analysis of the great religions of the world in their interrelationships, with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.*

### 255 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett,

Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

### 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

### 265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

### 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

### 270 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

### 331 SOCIOLOGY OF RELIGION

Also available as Sociology 331. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. *Credit, three hours.*

### 351 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*





**361 HISTORY OF CHRISTIANITY**

An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. *Credit, three hours.*

**364 RELIGION IN AMERICA**

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

**369 FOUNDATIONS OF CHRISTIAN THOUGHT**

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.*

**372 PSYCHOLOGY OF RELIGION**

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

**380 RELIGION IN CONTEMPORARY SOCIETY**

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

**497 SEMINAR**

Open to seniors who have had a minimum of twelve hours in religion. Required of majors. *Credit, three hours.*

**Philosophy****223 INTRODUCTION TO PHILOSOPHY**

A student-developed course, the method differing from year to year. Lectures, discussions, student reports on materials chosen by the reporters. *Credit, three hours.*

**351 HISTORY OF ANCIENT AND  
MIEVEAL PHILOSOPHY**

A survey of the development of basic ideas from their inception in ancient Greece to the time of the European Renaissance. *Credit, three hours.*

**352 MODERN PHILOSOPHY**

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

*Students who wish community internships or advanced study or research in religion and philosophy should consult with the department chairman and arrange for it through the Special Studies options listed on page 00.*

*A student may elect courses at other Cooperating Raleigh Colleges.*

**SOCIOLOGY AND  
SOCIAL WORK**

Professor Syron, *Chairman*; Associate Professor Tucker; Assistant Professor Ramsey; Instructor Sumner; and Visiting Lecturers Bishop, Carter, and Smith. The department offers a major in sociology and a certificate in social work.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The department offers a certificate in an undergraduate social work program accredited by the Council on Social Work Education. There are concentrations in criminal justice, personnel administration, social research technology, and human relations. Certification for teaching at all levels may be combined with a major in sociology.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. The sociology of work and career development course is offered to help students understand the world of work and to plan their own career program.

Either Sociology 230 or Sociology 260 as a prerequisite for all other courses unless specified. Prerequisite may be waived in exceptional cases.



## *Requirements for a Major*

Twenty-four hours in sociology, including 230, 374, 489, or their equivalents, and one course taught as a seminar.

### **Sociology**

#### **230 PRINCIPLES OF SOCIOLOGY**

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.*

#### **231 SOCIAL PROBLEMS**

An analysis of contemporary social problems from the sociological perspective; a critique of existing programs designed to deal with the problems. Students are required to do in-depth study of a selected problem and of proposals for more effective solutions. Offered both semesters. *Credit, three hours.*

#### **240 SOCIAL WORK AS A PROFESSION**

Also available as Social Work 240. An introduction to the development, fields, and values of the social work profession and to the general principles underlying the process of giving and taking help. *Credit, three hours.*

#### **260 CULTURAL ANTHROPOLOGY**

An introduction to anthropology with special emphasis

on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.*

#### **301 AMERICAN SOCIAL WELFARE INSTITUTIONS**

Also available as Social Work 301. A study of the social welfare institutions and policies of the United States with major emphasis placed upon the present system of social services and programs and current proposals for change. *Credit, three hours.*

#### **331 SOCIOLOGY OF RELIGION**

For description, see Religion 331. *Credit, three hours.*

#### **335 AMERICAN ETHNIC RELATIONS**

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

#### **336 CRIMINOLOGY**

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.*

#### **337 THE COMMUNITY**

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-





school-community relationships, social services, and recent trends in community social action. Offered both semesters. *Credit, three hours.*

### **338 THE FAMILY**

A study of structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

### **360 COMPARATIVE CULTURES**

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.*

### **374 INTRODUCTION TO RESEARCH**

Also offered as Political Science 374. An introduction to basic methods of research in the behavioral sciences and to fundamental statistical concepts. Offered both semesters. *Credit, three hours.*

### **489 INTRODUCTION TO SOCIAL THEORY**

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.*

### **494 FIELD EXPERIENCE AND SEMINAR**

For description, see Social Work 494. Three hours may be accepted as credit toward a major in sociology.

### **496 CONTEMPORARY SOCIETY**

A seminar directed toward analysis of selected sociological topics. *Credit, three hours.*

## **Social Work**

Students choosing to work for certification in social work should be guided by the outline of program requirements on page 65. Students in any major of a degree-granting program are eligible. They should consult with the Director in the Department of Sociology for approval.

### **240 SOCIAL WORK AS A PROFESSION**

For description, see Sociology 240. *Credit, three hours.*

### **301 AMERICAN SOCIAL WELFARE INSTITUTIONS**

For description, see Sociology 301. *Credit, three hours.*

### **744 SOCIAL WORK PROCESS I**

An introduction to the basic skills of interpersonal relationships and the helping process. Also includes an introduction to the theories and technology of planned change. May not be credited toward a major in sociology. *Credit, three hours.*

### **745 SOCIAL WORK PROCESS II**

A continuation of Sociology 744 with Sociology 494. The course functions as a technical laboratory for the students' learning to implement the theory and

technology of planned change. Prerequisite: Soc. 744. May not be credited toward a major in sociology. *Credit, three hours.*

### **746 SELECTED FIELDS OF SOCIAL WORK PRACTICE**

A series of modules which provides an opportunity for students to focus attention on selected target groups of social work practice. The purpose is twofold: to give attention to the current situation in the field under consideration and to consider the role of the social worker in the particular setting. Fields to be considered include family and children's services, mental health, corrections, medical services, public assistance, and services for the aging and others. May not be credited toward a major in sociology. *Credit, one semester hour each module.*

### **747 SOCIAL POLICY ANALYSIS**

The course is designed to enable the student to develop skill in the analysis of current social policy. She is led to develop a framework for policy analysis as she engages in a project which involves the analysis of the social alternatives and issues which are reflected in a specific contemporary social policy. Prerequisite Soc. 301. May not be credited toward a major in sociology. *Credit, two hours.*

### **748 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**

The purpose of the course is to develop within the student the skill to assess human functioning within the social context. Systems theory is used as an organizing framework for the selection and use of relevant social science concepts in providing the basis for developing strategies for social work intervention. The course will include both lecture and laboratory types of learning experiences. May not be credited toward a major in sociology. Prerequisites: Soc. 230, 337; Psy. 100, 204. *Credit, two hours.*

### **494 FIELD EXPERIENCE AND SEMINAR**

See Sociology 494. Assignment to community agencies where the student experiences herself in the role of a beginning social worker under qualified supervision. A seminar on the campus provides opportunity for the exchange of critical and creative thinking relative to the field experiences and in the areas of self-understanding and professional identification. Offered both semesters. Only three hours may be accepted as credit toward a major in sociology. Prerequisite: Soc. 745. *Credit, three to nine hours.*

*Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental chairman or an appropriate faculty member to arrange for the Special Studies options listed on page 86.*

*A student may elect courses at other Cooperating Raleigh Colleges.*





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*Raleigh*

JOHN B. HARRIS, JR.  
*Raleigh*

ELIZABETH E. HARRIS  
*Eden*

JESSE HELMS  
*Raleigh*

EVERETT L. HENRY  
*Lumberton*

W. BASIL HILL  
*Roxboro*

RAY K. HODGE  
*Kinston*

ROBERT P. HOLDING  
*Raleigh*

GROVER E. HOWELL  
*Weldon*

CARLYLE L. JENNINGS  
*Murfreesboro*

ALMA E. JOHNSON  
*Memphis, Tennessee*

BERTRAM A. JONES  
*Raleigh*

EARL T. JONES  
*Raleigh*

SEBY B. JONES  
*Raleigh*

W. T. JOYNER  
*Raleigh*

ROBERT L. KIRBY  
*Raleigh*

GAIL KNIERIEM  
*Downingtown, Penna.*

KAY C. LAMBETH  
*Thomasville*

GEORGE J. LENESE  
*New York*

MABEL CLAIRE MADDREY  
*Raleigh*

WILLIAM E. MANGUM  
*Raleigh*

WILMA T. McCracken  
*Henderson*

PEGGY S. MITCHELL  
*Spring Hope*

IRENE MONEY  
*Mayodan*

JEANELLE C. MOORE  
*Raleigh*

ALBERT L. MORRIS  
*Raleigh*

NAOMI MORRIS  
*Raleigh*

EUGENE OWENS  
*Charlotte*

JAMES R. PADEN  
*Aurora*

PAULINE D. PERRY  
*Winston-Salem*

ANNIE LAURIE POMERANZ  
*Sanford*

MARGARET PRUITT  
*Louisburg*

SARAH C. RAWLEY  
*Jamestown*

FRED E. REIBER  
*Raleigh*

ELIZABETH REID  
*Raleigh*

E. N. RICHARDS  
*Raleigh*

FRANK E. ROBERTS  
*Charlotte*

A. PAUL ROGERS, JR.  
*Tabor City*

OLIVER ROWE  
*Charlotte*

JOYCE M. RUDISILL  
*Charlotte*

JOHN L. SALLY  
*Raleigh*

MARY B. SEMANS  
*Durham*

JOHN M. SIMMS, SR.  
*Washington, D. C.*

GORDON SINICALIR  
*Raleigh*

BARON D. SMITH  
*Monroe*

R. VINCE SPRACKLIN  
*Charlotte*

SCOTT STIDHAM  
*Raleigh*

COLIN STOKES  
*Winston-Salem*

NELSON STRAWBRIDGE  
*Durham*

WILLIAM R. STROUD  
*Raleigh*

COOPER E. TAYLOR  
*Raleigh*

WYATT TAYLOR  
*Raleigh*

D. J. THURSTON, JR.  
*Charlotte*

W. HAROLD TRENTMAN  
*Raleigh*

ROYSTER M. TUCKER  
*High Point*

WILLIAM C. VICK  
*Raleigh*

STRAUGHAN H. WATKINS  
*Henderson*

ALFRED WILLIAMS, III  
*Raleigh*

JOHN A. WILLIAMS  
*Raleigh*

W. FRED WILLIAMS  
*Greensboro*

HENRY HALL WILSON  
*Monroe*

CHARLES H. WIYGUL  
*Raleigh*

WILLIAM L. WYATT, JR.  
*Raleigh*

J. HOWARD YOUNG, JR.  
*Murfreesboro*

## ALUMNAE ASSOCIATION

### Officers 1976-77

JOYCE McINTYRE RUDISILL, 1942  
*President*  
Charlotte

CAROLYN HOWARD CARTER, 1973  
*Vice President*  
Raleigh

VELMA McGEE FERRELL, 1963  
*Secretary*  
Chapel Hill

ANNE BRYAN, 1971  
*Past President*  
Raleigh

JANE LEWIS SUTTON, 1974  
*Director, Asheville Region*  
Asheville

KELLY KNOTT COBB, 1969  
*Director, Charlotte Region*  
Shelby

DORIS ALLEN LITCHFIELD, 1954  
*Director, Elizabeth City Region*  
Edenton

JOAN COPE READLING, 1961  
*Director, Fayetteville Region*  
Fayetteville

SANDRA FLYNT CANIPE, 1966  
*Director, Greensboro Region*  
Greensboro

JANIS WITHERINGTON CANNON, 1954  
*Director, New Bern Region*  
Vanceboro

RITA RITCHIE, 1973  
*Director, Wilmington Region*  
Wilmington

HELEN SINK BINGHAM, 1968  
*Director, Winston-Salem Region*  
Lexington

CLEO GLOVER PERRY, 1945  
*Director of Alumnae Affairs*  
Zebulon

### Committees Chairwomen

NANCY STROUD MOORE, 1969  
*Public Information*  
Apex

MARTHA ALICE RENFRO TUCKER, 1954  
*Awards and Recognition*  
High Point

MARY JON GERALD ROACH, 1956  
*Education*  
Greensboro

ZELMA GREENE WILLIAMS, 1961  
*Placement*  
Cary

DR. MARY YARBROUGH  
*Institutional Development and Scholarships*  
Raleigh

JOYCE HERNDON VEALE, 1957  
*Recruitment*  
Rock Hill, South Carolina





## FACULTY

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

HELENA W. ALLEN, M. Ed. (1952)

(On sabbatical, Fall, 1977)

*Assistant Professor of Health and Physical Education*  
B.S., University of North Carolina at Greensboro;  
M.Ed.,

University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed (1970)

*Assistant Professor of Education*

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)

*Assistant Professor of Psychology*

A.A., Thornton Jr. College; B.S., M.M., Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)

*Vice President for Business and Finance*

A.B., Mississippi College

JACQUELINE B. BEZA, A.M. (1964)

*Instructor in Foreign Languages*

A.B., A.M., University of North Carolina at Chapel Hill.

VERGEAN R. BIRKIN, A.M. (1963)

*Assistant Professor of Geography*

A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

MARTHA L. BOUKNIGHT, M.Ed. (1966)

(Part-time 1977-78)

*Instructor in Mathematics*

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, University of South Carolina, Wake Forest University, Duke University, North Carolina State University.

BETTY WEBB BREWER (A.M.) (1971) (1974)

*Instructor in English*

A.B., Meredith College; A.M., North Carolina State University.

JAMES R. BRISCOE, A.M. (1976)

*Instructor of Music*

B.Mus., University of Alabama; A.M., University of North Carolina at Chapel Hill; graduate study, University of North Carolina at Chapel Hill.

JOSEPH A. BROWDE, Ed.D. (1974)

*Associate Professor of Education*

B.A., Rutgers University; B.D., Eastern Baptist Theological Seminary; M.A., Ed.D., Syracuse University.

CLARA R. BUNN, Ph.D. (1969)

*Associate Professor of Biology*

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CRAVEN ALLEN BURRIS, Ph.D. (1969)

*Vice President and Dean of the College*

*Professor of History*

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

KENNEITH H. CALVERT, Ed.D. (1973)

*Assistant Professor of Education*

B.S., Jacksonville State University; A.M., University of Alabama; summer study, Samford University.

MARIE W. CAPEL, M.Ed. (1971)

*Director of Career Planning Services*

*Director Of Cooperative Education*

A.B., George Washington University; M.Ed., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

*Assistant Professor of Music*

A.B., Elon College; M.S., Julliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)

*Professor of Religion*

A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ROGER H. CROOK, Ph.D. (1949)

*Professor of Religion*

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

CHARLES A. DAVIS, Ph.D. (1967)

*Associate Professor of Mathematics*

B.S., M.A.M., Ph.D., North Carolina State University.

BEATRICE DONLEY, Mus. B. (1942)

*Professor of Music*

Mus. B. (Voice), Mus. B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)

*Assistant Professor of Biology*

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

JAMES C. B. FOGLE, A.M. (1977)

*Instructor in Music*

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ROBERT G. FRACKER, A.M. (1962)

*Assistant Professor of Education*

B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

LOIS FRAZIER Ed.D. (1954)

*Professor of Business and Economics*

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

KAY A. FRIEDRICH, M.P.H. (1967)

*Instructor in Home Economics*

B.S., graduate study, Michigan State University;  
M.P.H., University of North Carolina at Chapel Hill.

MERNA DEE GALASSI, Ed.D. (1975)

*Coordinator of Special Programs, Student Activities and Development Counseling.*

B.A., Brandeis University; Ed.M., Harvard University;  
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KATALIN Y. GALLIGAN, Ph.D. (1969)

*Assistant Professor of Foreign Languages*

A.B., Veres Palne, Hungary; A.M., Indiana University;  
Ph.D., University of North Carolina at Chapel Hill.

PHYLLIS W. GARRISS, Mus.M. (1951)

*Assistant Professor of Music*

A.B., Mus.B., Hastings College; Mus.M., Eastman  
School of Music

ROSALIE P. GATES, Ph.D. (1965)

*Assistant Professor of History*

A.B., A.M., Ph.D., Duke University; post-doctoral  
research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)

*Assistant Professor of English*

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graduate study, Columbia University, North Carolina  
State University, University of North Carolina at  
Chapel Hill.

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Carolina at Chapel Hill.

ISABELLE HAESELER M.S.M. (1956)

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Theological Seminary; graduate study, Colorado  
Seminary, University of North Carolina at Chapel Hill.

MARJORIE F. HANSEN, M.S. (August, 1977)

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D. THOMAS HARDISON, M.S. (1974)

(Leave of Absence 1977-78)

*Assistant Professor of Music*

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SUSAN ELIZABETH HARRIS, M.S. (August, 1977)

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A.B., Wake Forest University; M.Ed., University of  
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*Reference Librarian*

A.B., Mount Holyoke College; M.R.E., Drew Univer-  
sity; M.L.S., Rutgers University.

JOHN B. HIOTT, M.Div. (1968)

*Registrar and Assistant to the Dean of the College*

A.B., Baylor University; M. Div., New Orleans Baptist  
Theological Seminary.

JOHN B. HOLT, Ph.D. (1972)

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University.

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SALLY M. HORNER, Ph.D. (1965)

*Associate Professor of Chemistry*

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Hill.

R. JOHN HUBER, Ph.D. (1974)

*Associate Professor of Psychology*

A.B., Kent State University; M.A., University of Ver-  
mont; Ph.D., University of New Hampshire.

LUTHER M. HUGGINS, A.A., (1969)

*Director of Equitation*

A.A., Presbyterian Junior College.

CARL ELBERT JOHNSON (August, 1977)

*Assistant Professor of Religion*

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MARY BLAND JOSEY, M.Ed. (1953)

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Chapel Hill; post-doctoral research, British Museum,  
Oxford University, University of London.

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*Associate Professor of Foreign Languages*

A.B., Berea College; A.M., State University of Iowa;  
Ph.D., University of North Carolina at Chapel Hill;  
graduate study, Middlebury College, Universidad de los  
Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)

*Dean of Continuing Education and Special Programs*

*Professor of History*

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Mus. B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

JOE MARON, M.F.A. (1972)

*Assistant Professor of Art*

A.B., M.F.A., Brooklyn College.

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*Associate Professor of Psychology*

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*Associate Professor of Health and Physical Education*

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ALLEN F. PAGE, Ph.D. (1973)

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THOMAS C. PARRAMORE, Ph.D. (1962)

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CLEO PERRY, A.B. (1975)

*Director of Alumnae Affairs*

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ALDEN PETERSON, D.B.A. (1976)

*Associate Professor of Business*

B.S., Purdue State University; M.B.A., University of Toledo; D.B.A., Kent State University.

RANDELL KAY PEYSER, M.A. (1974)

*Instructor in Art*

A.B., Pratt Institute, M.A., Boston University

DOROTHY K. PRESTON, Ph.D. (1961)

*Associate Professor of Mathematics*

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

PATRICIA C. RAMSEY, M.S.W. (August, 1977)

*Assistant Professor of Social Work*

A.B., North Carolina Central University; M.S.W., New York University; graduate study, Yeshiva University.

NORMA ROSE, Ph.D. (1937)

*Professor of English*

A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

DONALD C. SAMSON, Jr., Ph.D. (1976)

*Assistant Professor of English*

A.B., Cornell University; M.A., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, North Carolina State University, Princeton University.

LENORE B. SCHMIDT, M.M. (1975)

(Leave of Absence 1977-78)

*Assistant Professor of Music*

B.S., Ithaca College; M.M., University of Michigan

EVELYN P. SIMMONS, M.S. (1962)

*Assistant Professor of Economics*

B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

LAROSE F. SPOONER, M.A.T. (1967)

*Instructor in Mathematics*

A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

CHARLES V. STEWART, Ph.D. (1976)

*Assistant Professor of Political Science*

A.B., Harerford College; M.A., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, M.S. (1965)

*Assistant Professor of Home Economics*

B.S., M.S., University of Nebraska; graduate study, Nebraska State College, University of North Carolina at Greensboro, North Carolina State University.

JANE W. SULLIVAN, Mus. B. (1966)

*Instructor in Music*

A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, M.S.W., A.C.S.W. (1973)

*Instructor in Sociology*

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Seminary; M.S.W., University of North Carolina at Chapel Hill.



LESLIE W. SYRON Ph.D. (1945)

*Professor of Sociology*

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)

*(Full-time only 1977-78)*

*Instructor in Mathematics*

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University.

SANDRA CAROL THOMAS, Ph.D. (1974)

*Vice President for Student Development*

B.A., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

NANCY TRUESDALE, M.A. (1975)

*Instructor in Speech and Theatre*

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CHARLES R. TUCKER, Ph.D. (1966)

*Associate Professor of Sociology*

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (August, 1977)

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A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music.

JOHN EDGAR WEEMS, Ed.D. (1972)

*President*

B.S., A.M., Ed.D., George Peabody College

JOYCE D. WHITE, M.Ed. (1973)

*Dean of Students*

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, North Carolina State University, Indiana University.

LEONARD WHITE, A.M. (1964)

*Associate Professor of Art*

A.B., A.M., University of North Carolina at Chapel Hill.

HERBERT H. WILLIAMS, Ph.D. (1977)

*Technical Services Librarian*

A.B., Duke University; M.A., Ph.D., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill.

LARRY C. WILLIAMS, Th.M. (1973)

*College Minister*

A.B., Wake Forest University; Th.M., Southeastern Baptist Theological Seminary; additional study, Theological Seminary, Drew University.

ELIZABETH WILSON, M.Ed. (1973)

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## PART-TIME FACULTY

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

MARTHA W. BASS, M.M. (1975)

*Instructor in Music*

B.M., Oberlin College; M.M., University of North Carolina at Chapel Hill.

RENNIE PEACOCK BEYER, Mus.M. (1971)

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CYNTHIA BISHOP, Ph.D. (August, 1977)

*Visiting Lecturer in Sociology*

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

WILMOTH A. CARTER, Ph.D. (August, 1977)

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BETTY H. COOK, M.H.E. (1976)

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B.S., West Virginia University; M.H.E., University of Georgia.

ALICE W. DAUGHERTY, Mus.B. (1971)

*Instructor in Music*

Mus.B., Lawrence College; additional study, Julliard School of Music.

BROCK W. DOWNWARD, D.M.A. (1976)

*Instructor in Music*

Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

BETTY JO FARRINGTON, A.B. (1969)

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A.B., Meredith College.

ELIZABETH G. FERGUSON, A.B. (1975)

*Instructor in Physical Education*

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WILLIAM WALLACE FINLATOR, JR., A.M. (1973)

*Instructor in Foreign Languages*

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DOROTHY GILMORE, B.S. (1971)

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JOHN W. GIVVINES, B.S. (1975)

*Instructor in Art*

B.S., Western Carolina University.

ALICE Y. GOODE, B.M. (1974)

*Instructor in Music*

B.M., Texas Tech University.

- ELLEN B. GOODE, M.S.H.E. (1976)  
*Instructor in Home Economics*  
B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro.
- JOY JOHNSON GORYN, A.B. (1976)  
*Instructor in Foreign Languages.*  
A.B., Meredith College
- BLUMA K. GREENBERG, A.B. (1976)  
*Instructor in Art*  
A.B., Duke University; graduate study, University of North Carolina at Chapel Hill.
- GEORGE R. HOFFMANN, Ph.D. (1974)  
*Adjunct Assistant Professor of Biology*  
A.B., Rutgers University; M.S., Ph.D., Harvard University.
- FRANK U. JEFFREYS, M.A.T. (1976)  
*Instructor in Physical Education*  
A.B., M.A.T., University of North Carolina at Chapel Hill.
- HELEN H. JONES, A.M. (1969)  
*Instructor in English*  
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- ARLON K. KEMPLE, Ph.D. (August, 1977)  
*Instructor in Political Science*  
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- PETER B. KLAUSMEYER, D.M.A. (1973)  
*Instructor of Music*  
A.B., Cornell University; Mus.M., D.M.A., University of Michigan; additional study, University of Cincinnati, Conservatory of Madrid.
- PATRICIA LONG, M.C.M. (1973)  
*Instructor in Music*  
A.B., Meredith College; M.C.M., Southwestern Baptist Theological Seminary.
- MARILYN S. LYNCH, A.M. (1971)  
*Instructor in Music*  
Mus.B., Syracuse University; A.M., Eastman School of Music.
- D. JANE MAGRATH, M.M. (1976)  
*Instructor in Music*  
B.M., Wesleyan College; M.M., University of North Carolina at Chapel Hill.
- BARRY MARX, B.S. (1975)  
*Instructor in Music*  
B.S., North Carolina State University.
- BRIAN MEDAS, Mus. B. (1976)  
*Instructor in Music*  
Mus.B., North Carolina School of the Arts; private study, Jesus Silva, John Williams, Alirio Diaz, Andres Segovia.
- STEWART A. NEWMAN, Ph.D. (1973)  
*Visiting Lecturer in Philosophy*  
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- ARDRI PEACOCK, Ph.D. (1975)  
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A.B., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill.
- ARTHUR POISTER, D.F.A. (1975)  
*Distinguished Visiting Professor of Organ*  
Private study with Marcel Dupre, Paris, and Karl Straube, Leipzig; Mus. Doc., Southwestern College; Mus. Doc., Morningside College; L.H.D., Syracuse University; D.F.A., Drake University.
- CHRISTA A. PRITCHARD, A.B. (1976)  
*Instructor in Equitation*  
A.B., Meredith College.
- FRANCES S. RAY, Mus.M.  
*Instructor in Music*  
Mus.B., Salem College; Mus.M., Syracuse University.
- STEVEN ROBERSON, Mus.M. (1976)  
*Instructor in Music*  
A.B., Wake Forest University; Mus.M., Texas Christian University.
- NANCY C. SASNETT, M.Ed. (1971)  
*Instructor in Business*  
B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.
- BARBARA E. SCHLAGETER, Mus.M. (1971)  
*Instructor in Music*  
Mus.B., Mus.M., New England Conservatory of Music; Certificate, Conservatoire American, Fontainebleau.
- NONA JOAN SHORT, A.M. (1966)  
*Instructor in Foreign Languages and Art*  
A.B., University of Mississippi; A.M. University of Wisconsin; graduate study, University of Munich and University of North Carolina at Chapel Hill.
- MARGARET SIMMONS, Mus.M. (1976)  
*Instructor in Music*  
A.B., Meredith College; Mus.M. (theory), Florida State University; Mus.M. (vocal coaching), University of Illinois.
- GLORIA SMITH, M.S. (August, 1977)  
*Visiting Lecturer in Sociology*  
A.B., Shaw University; M.S., North Carolina State University.
- RICHARD SOUTHWICK, A.M. (1972)  
*Instructor in Music*  
B.S., A.M., Ohio State University
- FRANCES W. STEVENS, A.M. (1961)  
*Instructor in Physical Education*  
A.B., Mary Washington College; A.M., New York University.
- OLIVE D. TAYLOR, M.Ed. (1970)  
(Full-time 1977-78 only)  
*Instructor in Mathematics*

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University.

EDWARD FRANCIS WENCEL, M.M.E. (1974)  
*Instructor in Music*

B.M., M.M.E., Chicago Musical College.

PAMELA WHITLOW, Mus.B. (1977)  
*Instructor in Music*

Mus.B., Southern Illinois University.

ELLEN B. WILLIAMS, Mus.M. (1976)  
*Instructor in Music*

A.B., Meredith College; Mus.M., New England Conservatory of Music.

MARTHA M. WILSON, M.Div. (August, 1977)  
*Instructor of Religion*

A.B., Duke University; M.Div., Duke University; M.S.L.S., University of North Carolina at Chapel Hill.



## FACULTY EMERITI

*The date in parentheses indicates the year in which the individual joined the Meredith faculty.*

HAZEL BAITY, A.B. in L.S. (1941)  
*Librarian*

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ELLEN DOZIER BREWER, A.M. (1919-1922)  
*Professor of Home Economics*

A.B., Meredith College; B.S., A.M., Columbia University.

LILA BELL, M.Ed. (1941)  
*Associate Professor of Education*

A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

CARLYLE CAMPBELL, LL.D. (1939)  
*President*

A.B., A.M.; Wake Forest College; LL.D., University of South Carolina, Wake Forest College; graduate study, Columbia University.

ERNEST F. CANADAY, Ph.D. (1920)  
*Professor of Mathematics*

A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HELEN JO COLLINS, M.S. (1944)  
*Assistant Professor of Chemistry*

B.S., Colorado State Agricultural College; M.S., Iowa State College.

HARRY E. COOPER, Mus.D. (1937)  
*Professor of Music*

A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)  
*Technical Services Librarian*

A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)  
*Associate Professor of Education*

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE F. FLEMING, A.M. (1950)  
*Dean of Students*

A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

L.E.M., FREEMAN, Th.D. (1910)  
*Professor of Religion*

A.B., Furman University; A.M., Harvard University; B.D., Newton Theological Institution; Th.D., Southern Baptist Theological Seminary.



SUSANNE FREUND, Ph.D. (1947)

*Associate Professor of Foreign Languages*  
Ph.D., University of Heidelberg.

MAE F. GRIMMER, A.B. (1916)

*Director of Alumnae Affairs*  
A.B., Meredith College.

JENNIE M. HANYEN, M.A. (1931)

*Professor of Home Economics*  
B.S., M.A. Columbia University.

MARY LYNCH JOHNSON, Ph.D. (1918)

*Professor of English*  
A.B., Meredith College; A.M., Columbia University;  
Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

IRA O. JONES, Ph.D. (1957)

*Assistant Professor of Sociology*  
Ph.D., University of Chicago; A.M., Ph.D., University of Nebraska.

RALPH E. McLAIN, Ph.D. (1945)

*Professor of Religion*  
A.B., Muskingum College; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Columbia University, University of Chicago, Mansfield College of Oxford University.

MARGARET C. MARTIN, A.M. (1953, 1964)

*Director of Alumnae Affairs*  
A.B., Meredith College; A.M., Columbia University

LEISHMAN A. PEACOCK, Ph.D. (1948)

*Professor of English*  
A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

ANNA PECK

*Instructor of Geography*

STUART PRATT, Mus.M. (1942)

*Professor of Music*  
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)

*Professor of Education*  
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

JOHN A. YARBROUGH, Ph.D. (1943)

*Professor of Biology*  
A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)

*Professor of Chemistry and Physics*  
*Assistant Director of Cooperative Education*  
A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.

## ADMINISTRATION

*The date in parentheses indicates the year in which the individual joined the Meredith administration.*

### Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)

*President*

CARLYLE CAMPBELL, LL.D. (1939)

*President Emeritus*

MADGE D. DILLARD (1973)

*Administrative Secretary to the President*

GRACE A. BALL (1976)

*Secretary*

EDWARD H. PRUDEN, D.D. (1970)

*Pastor-in-Residence*

MARY LYNCH JOHNSON, Ph.D. (1918)

*Professor Emeritus and College Historian*

### Academics

#### Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)

*Vice President and Dean of the College*

ANNE E. PICKARD, A.A. (1974)

*Administrative Secretary to the Vice President and Dean of the College*

BETTY JEAN YEAGER, A.B. (1948)

*Secretary to the Faculty*

### Office of the Registrar

JOHN B. HIOTT, M.Div. (1968)

*Registrar and Assistant to the Dean of the College; Director of Summer School.*

SUE TODD A.B. (1968)

*Assistant to the Registrar*

VIVIAN GLOVER, A.B. (1976)

*Records Secretary*

LOU GREGORY (1975)

*Secretary to the Registrar*

### Library

JONATHAN A. LINDSEY, Ph.D. (July, 1977)

*Head Librarian*

LYNNE HENDERSON, M.L.S. (1976)

*Reference Librarian*

HERBERT H. WILLIAMS, Ph.D. (1977)

*Technical Services Librarian*

DOROTHY QUICK, B.S. (1970)

*Circulation Librarian*

ALICE MCNEIL (1976)

*Library Technical Aide*

MARY K. PRIEST (1974)

*Secretary*

MARGARET SEXTON (1975)

*Library Assistant*

### **Office of Continuing Education and Special Programs**

SARAH McCULLOH LEMMON, Ph.D. (1947)

*Dean of Continuing Education and Special Programs*

ANNE C. DAHLE, A.B. (1972)

*Director of Credit Programs and Counseling*

ROSALIE P. GATES, Ph.D. (1965)

*Director of Enrichment Programs*

MARIE W. CAPEL, M.Ed. (1971)

*Director of Cooperative Education*

MARIE MASON, Ph.D. (1969)

*Coordinator of the College Calendar and Summer Programs*

CATHERINE OWENS

*Secretary*

### **International Studies**

ROGER CROOK, Ph.D. (1949)

*Coordinator*

### **Business and Finance**

#### **Office of the Vice President for Business and Finance**

JOE BAKER, A.B. (1966)

*Vice President for Business and Finance*

EUNICE WILLIAMS (1975)

*Chief Accountant*

VIRGINIA SCARBORO, A.A. (1961)

*Administrative Secretary to the Vice President for Business and Finance*

JOAN BELSAN (1975)

*Payroll and Personnel Records Clerk*

BONNIE MATTHEWS (1977)

*Accounts Payable Clerk*

BRENDA HARGIS (1975)

*Accounts Receivable Clerk*

HAZEL G. TUDOR (1973)

*Office Assistant*

### **Data Processing**

SAMUEL COLLINS (1973)

*Director*

GLORIA CHILCOAT (1972)

*Assistant Director of Data Processing*

SHAROLYN ANDERS (1974)

*Key Punch Operator*

### **Stables**

LUTHER M. HUGGINS, A.A. (1969)

*Manager*

### **College Store and Post Office**

DRU M. HINSLEY, A.B. (1953)

*Manager*

RUTH L. GOWER (1959)

*Assistant Manager*

SHEILA DULANEY (1974)

*Post Office*

### **Central Services**

FRED THOMPSON (1976)

*Director*

VICKIE HARRIS (1976)

### **Food Services**

JOHN A. HARDEE, B.S. (1976)

*Manager*

ALICE F. RENEGAR (1971)

*Banquet Manager*

### **Building and Grounds**

HARRY SIMMONS (1949)

*Superintendent*

CATHERINE BOTTOMS, (1976)

*Secretary*

LON AVENT

*Electrician*

DOUGLAS BUCKNER, (1976)

*Carpenter*

THOMAS EDMONSON

### **Maintenance**

CONAN ALLEN

WILLIAM CRUMEL

WILLIAM FINCH

SAMUEL JACKSON

ARTHUR JONES

WILLIE KING  
RONALD LEACH  
JAMES McDONALD  
JACK MIMS  
JOHNNY PATTERSON  
EDDIE TURNER  
WALTER ATTMORE  
ROMMIE JONES

### Security

DANIEL G. SHATTUCK  
*Chief of Security Officer*  
W. W. ADAMS  
WORTH BAILEY  
SHERWOOD JONES  
E. B. LAWRENCE  
DAVID McGHEE  
WESLEY SHATTUCK  
CLAUDE SUGG  
AUBREY UNDERWOOD  
JAMES KEEN

### Switchboard

JANICE SHATTUCK (1974)  
*Operator*

### Residence Halls

FRANCES E. THORNE (1961)  
*House Director*  
MARY W. LILES (1960)  
*Assistant House Director*  
ALMA MOBLEY (1972)  
*Laundry Supervisor*

### Housekeepers

RUBY ABRAM  
THELMA AVERY  
SALLY BECKWITH  
MARY ELIZABETH BELL  
LOUISE BOOKER  
DORIS CLINTON  
MARGIE DAVIS  
NOVELLA DUNSTON  
HAZEL FAISON  
CURLIE FULLER  
FRANCES BLUE  
ELIZABETH JUDD  
PAULINE McCULLERS  
NELLIE PENNINGTON  
MARTHA WARREN  
MARY WILLIAMS

### Student Development

#### Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)  
*Vice President for Student Development*  
JACQUELINE CHAMBLEE (1974)  
*Administrative Secretary to the Vice President for Student Development*

#### Office of the Dean of Students

JOYCE D. WHITE, M.Ed. (1973)  
*Dean of Students*  
JEAN COOPER (1976)  
*Secretary to the Dean of Students*  
JOY JONES (1976)  
*Resident Adviser*  
LOIS RENFROW (1973)  
*Resident Adviser*  
JANE SPARKS (1975)  
*Resident Adviser*  
MADELINE TEETSELL (1976)  
*Resident Adviser*

#### Office of Admissions and Financial Aid

MARY BLAND JOSEY, M.Ed. (1953)  
*Director of Admissions and Financial Aid*  
SUE E. KEARNEY, A.M. (1966)  
*Associate Director of Admissions*  
SHERA J. HUBE, A.B. (1969)  
*Assistant Director of Admissions*  
SHERRI McGEE, B.S. (1975)  
*Admissions Counselor*  
SHARON ELLIS, A.B. (Sept. 1976-Dec. 1976)  
*Admissions Counselor*  
AUDREY GARDNER, A.A. (1969)  
*Financial Aid Officer*  
LUCILLE J. THATCHER, A.M. (1970)  
*Administrative Secretary to the Director of Admissions and Financial Aid*  
JO ANN LANZI (1972)  
*Processing Secretary*  
BETTY GWYER (1976)  
*Admissions Secretary*

#### Office of the Campus Minister

LARRY C. WILLIAMS, Th.M. (1973)  
*Campus Minister*



MARJORIE RODBERG, B.S., (1976)  
*Secretary/Associate to the Campus Minister*

### **Career Planning Services**

MARIE W. CAPEL, M.Ed. (1971)  
*Director of Career Planning Services*

ANN J. WILSON, M.Ed. (1976)  
*Assistant Director of Career Planning Services*

GAY PAYNE (1974)  
*Secretary and Coordinator of Placement Services*

SHIRLEY IHNEN, B.S. (1974)  
*Coordinator of Special Projects*

### **Guidance and Counseling**

ELIZABETH WILSON, A.M. (1973)  
*Counselor*

### **Health Services**

MARIE MASON, Ph.D., R.N. (1969)  
*Director of Health Services*

SIDNEY MARTIN, M.D. (1972)  
*College Physician*

GRACE BROADWELL, R.N. (1972)  
*Nurse*

FRONIA THACKER, B.S., R.N. (1975)  
*Nurse*

### **Student Activities, Development Counseling and Special Projects**

MERNA DEE GALASSI, Ph.D. (1975)  
*Coordinator*

MARY LAY (1977)  
*Secretary to the Coordinator*

### **Institutional Advancement**

#### **Office of the Vice President for Institutional Advancement**

ROYSTER C. HEDGEPEETH, Ph.D. (1977)  
*Vice President for Institutional Advancement*

JULIA C. BRYAN, A.M. (1977)  
*Assistant Director of Development*

EVELYN P. DULANEY (1972)  
*Administrative Secretary to the Vice President for  
Institutional Advancement*

LOU ANNE STRICKLAND, Mus.B. (1976)  
*Secretary to the Assistant Director of Development*

EVELYN D. LANDSBERG (1975)  
*Records Secretary*

### **Foundations Research**

CAROLYN C. ROBINSON, A.B. (1958)  
*Director of Foundations Research  
and Editor, Meredith*

SHARON H. WOODLIEF  
*Administrative Assistant to the  
Director of Foundations Research*

### **Alumnae Affairs**

CLEO G. PERRY, A.B. (1975)  
*Director of Alumnae Affairs*

EVELYN R. POSEY (1962)  
*Assistant to the Director of Alumnae Affairs*

DORIS T. WALL (1971)  
*Secretary to the Director of Alumnae Affairs*

### **Information Services**

WILBURN L. NORTON, JR., A.B. (1970)  
*Director of Information Services*

ANNE PURCELL, A.B. (1974)  
*Secretary to the Director of Information Services*

### **Cooperating Raleigh Colleges**

*Director*

ELLEN C. BROOKS, A.B. (1972)  
*Secretary*





## BUILDINGS AND GROUNDS

**JOHNSON HALL**, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

**CARLYLE CAMPBELL LIBRARY** is, as is every college library, the heart of academic life on campus. This building is named in honor of Meredith's fourth president, Carlyle Campbell, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 75,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

**JOYNER HALL** is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette. The building was named for James Yarkin Joyner, who served as a trustee for fifty-five years.

**HUNTER HALL**, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a photographic darkroom, and a reception room.

An adjacent greenhouse is available for experimental purposes.

**ELLEN BREWER HOUSE** is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for fifty-seven years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms, and baths, a students' study, an office for the supervisor, a living room, family room, and kitchen.

**COOPER ORGAN**, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over thirty years, and was installed in 1970. It is a three-manual, thirty-five-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

**JONES HALL**, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a recently renovated auditorium — a place of many functions for the college community and for off-campus groups as well. The building will be renovated in the summer of 1977 for the use of speech, drama and art. Some music practice rooms are located in the building.



WEATHERSPOON PHYSICAL EDUCATION RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a modern dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS accommodate 140-170 students each. These multiple-story buildings follow the suite arrangements of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family respectively.

BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most residence halls by covered breezeways. Air conditioning has been installed, and the building has been completely refurnished. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELLA DIXON CARROL INFIRMARY was named for Elizabeth Delia Dixon Carroll, college physician for thirty-four years. The facility has a nurse in residence and a doctor on call twenty-four hours a day for any medical needs that might arise. The infirmery is well-equipped, contains thirty-five beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events. For thirty-six years Mae Grimmer was executive secretary of the Alumnae Association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. A special feature is a bronze sundial designed specifically for the garden location and accurate according to Eastern Standard Time. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, N. C., the amphitheater was made possible by a bequest from this friend of the College.

CATE COLLEGE AND CONTINUING EDUCATION CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium; the student supply store; snack bar; student government offices; student publication offices; the college post office; lounges; and game rooms. Cate Center houses also offices for some administrators of student services. Named in honor of Kemp Shields Cate, the new center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

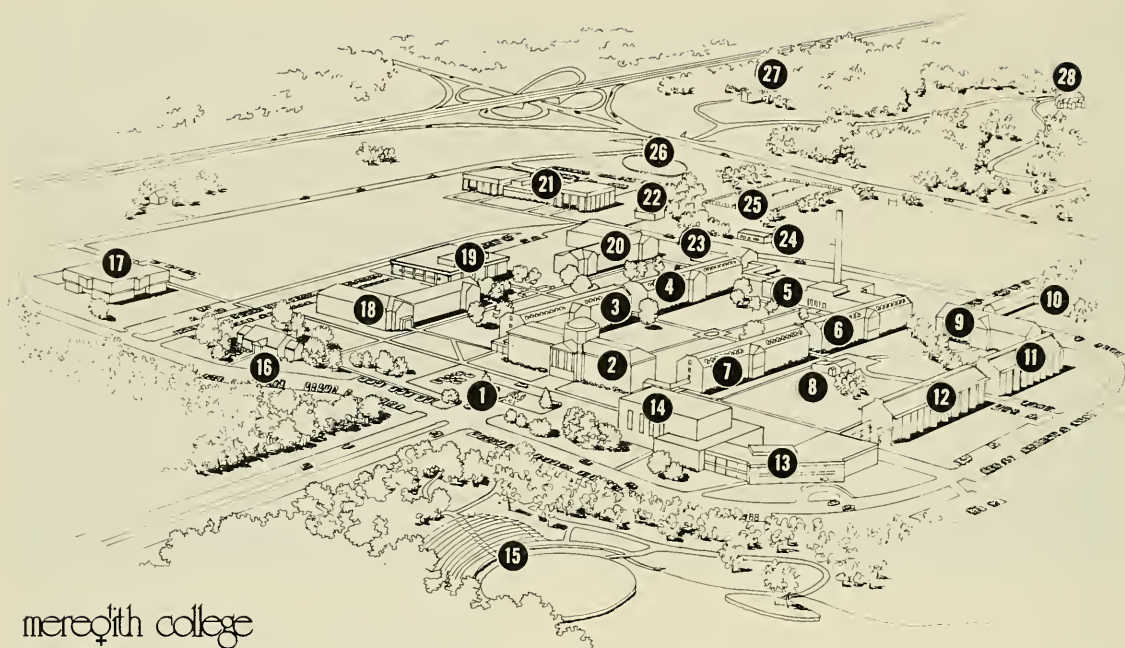
MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena is equipped with a lighting and sound system and office. The arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control ten water height stages and are illuminated by twenty multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the twenty-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately forty college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and twenty-two teaching studios. Also included in the 21,000 square foot building is the 175-seat Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.





## meredith college

### Campus Map

1. Shaw Fountain, 2. Johnson Hall (administration), 3. Vann Residence Hall, 4. Stringfield Residence Hall, 5. Belk Dining Hall, 6. Faircloth Residence Hall, 7. Brewer Residence Hall, 8. Temporary Art Studio (formerly Beehive), 9. Poteat Residence Hall, 10. Maintenance Shop, 11. Barefoot Residence Hall, 12. Heilman Residence Hall, 13. Harriet Mardre Wainwright Music Building, 14. Jones Hall (auditorium, drama, art), 15. Elva Bryan McIver Amphitheater, 16. Mae Grimmer Alumnae House, 17. Cate College and Continuing Education Center, 18. Joyner Hall (liberal arts), 19. Carlyle Campbell Library, 20. Hunter Hall (science, home economics, mathematics), 21. Weatherspoon Physical Education-Recreation Building, 22. Ellen Brewer Home Management House, 23. Delia Dixon Carroll Hall (infirmary, first floor; residence second floor), 24. Continuing Education Office, 25. Tennis Courts, 26. Zeno Martin Arena, 27. Meredith Stables, 28. Massey House (president's residence).

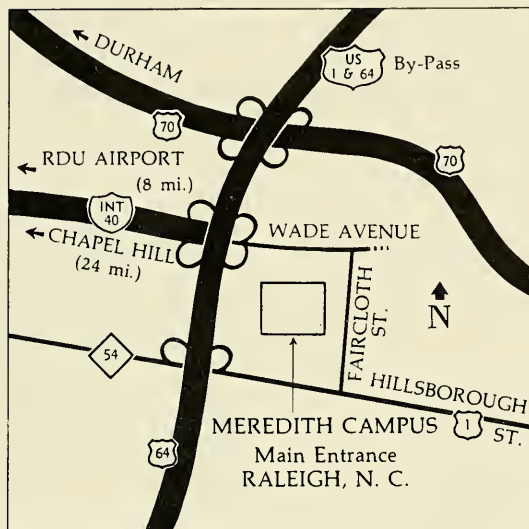
## LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of 135,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of the state's land grant

university, North Carolina State. Approximately twenty-five miles away is Chapel Hill, the site of the University of North Carolina. Duke University is seventeen miles away at Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



## By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 By-Pass. The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 By-Pass. The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.



## ENROLLMENT FOR 1976-77

### Fall, 1976 Degree Candidates

Bachelor of Arts, Bachelor of Science, and Bachelor of Music

Seniors	297
Juniors	307
Sophomores	350
Freshmen	373
<b>Total Degree Candidates</b>	<b>1,327</b>

Special Students for credit	215
Special Students for non-credit	610
<b>Total Enrollment, Fall, 1976</b>	<b>2,152</b>

Summer, 1976 Degree Enrollments	363
Special Student Enrollments	419363
<b>Total Summer Enrollments</b>	<b>782</b>

### Degree Candidates

#### By State and Foreign Countries

Alabama	1
Connecticut	2
D.C.	1
Delaware	3
Florida	7
Georgia	6
Kentucky	1
Maryland	16
Michigan	1
Minnesota	1
New Jersey	4
New Mexico	1
New York	4
North Carolina	1081
Ohio	2
Oklahoma	1
Pennsylvania	7
South Carolina	24
Tennessee	5
Virginia	155
West Virginia	4
U. S. Citizen Abroad	1
International Students	7

**TOTAL** 1,327 Students

## ACADEMIC CALENDAR 1977-78, 1978-79

A traditional two-semester fall/spring schedule is followed each year and the summer term consists of three three-week sessions.

### *Fall Semester*

	1977-78		1978-79	
Arrival of new students	August	19	August	18
Change Day		22		21
New Student registration		23		22
First Class day		24		23
Last day to add a course	August	30	August	29
Last day to drop with a "W" grade	September	20	September	19
Autumn recess begins at 5:00 P.M.	October	14	October	13
Classes resume at 8:00 A.M.		19		18
Mid-Term reports due		14		13
Pre-registration conferences	Oct. 24 — Nov.	18	Oct. 23 — Nov.	17
Thanksgiving recess begins at 1:00 P.M.	November	23	November	22
Classes resume at 8:00 A.M.	November	28	November	27
Last class day	December	9	December	8
Examinations	Dec.	10-16	Dec.	9-15

### *Spring Semester*

Registration	January	10	January	8
First class day		11		9
Last day to add a class		16		15
Last day to drop with a "W" grade	February	6	February	5
Founders' Day		24		23
Mid-term reports due	March	1	February	28
Spring recess begins at 5:00 P.M.		3	March	2
Classes resume at 8:00 A.M.		13		12
Pre-registration	Mar. 20 — Apr.	12	Mar. 19 — Apr.	6
Easter Recess begins after last class Thursday	March	23	April	11
Classes resume at 8:00 A.M.	March	27		17



Last Class day	May	5	May	4
Examinations		6-12		5-11
Commencement		14		13

## Summer School

	1978		1979	
First session begins	May	22	May	21
First session ends	June	9	June	8
Second session begins	June	12	June	11
Second session ends	June	30	June	29
Third session begins	July	3	July	2
Third session ends	July	21	July	20

## 1977

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## CORRESPONDENCE AND VISITS

The mailing address of the College is Raleigh, North Carolina, 27611, and the College telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

- |                                       |  |
|---------------------------------------|--|
| <i>academic records</i>               | Dean of the College                        |
| <i>admissions</i>                     | Office of Admissions                       |
| <i>alumnae matters</i>                | Director of Alumnae Affairs                |
| <i>catalogue requests</i>             | Office of Admissions                       |
| <i>community educational services</i> | Office of Continuing Education             |
| <i>educational programs</i>           | Dean of the College                        |
| <i>expenses</i>                       | Vice President for Business<br>and Finance |
| <i>financial aid</i>                  | Office of Admissions                       |
| <i>graduate employment</i>            | Placement and Vocational<br>Guidance       |
| <i>housing matters</i>                | Dean of Students                           |
| <i>news items</i>                     | Office of Information Services             |
| <i>Parents' Association</i>           | Office of Development                      |
| <i>student employment</i>             | Office of Admissions                       |
| <i>student interests</i>              | Dean of Students                           |
| <i>student reports</i>                | Registrar                                  |
| <i>summer school</i>                  | Registrar                                  |
| <i>transcripts</i>                    | Registrar                                  |
| <i>vocational testing</i>             | Placement and Vocational<br>Guidance       |



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